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ABSTRACT

Prepared to provide staff with a more comprehensive profile of the student body of the College of DuPage (COD), Illinois, this report looks at changes in the student body and its increasing diversity over the last 5 years, and raises issues for staff discussion and planning. The report is divided into 18 sections, each consisting of an introduction, observations and highlights, key implications and issues, and data tables and graphics. Each section contains fall term statistics for the past 4 years. Some sections report collegewide statistics only, while others are partitioned by campus. The report covers: (1) global college statistics; (2) credit vs. non-credit status; (3) ethnicity; (4) age; (5) residency/community; (6) previous high school; (7) previous college; (8) highest education; (9) veteran; (10) full-time vs. returning enrollment status; (11) full-time vs. part-time class load; (12) freshman vs. sophomore student level; (13) on- vs. off-campus course location; (14) class meeting time; (15) division/department instructional area; (16) Illinois Community College Board funding category; (17) declared intent; and (18) occupational program. (Author/JMC)

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TOPICAL PAPER

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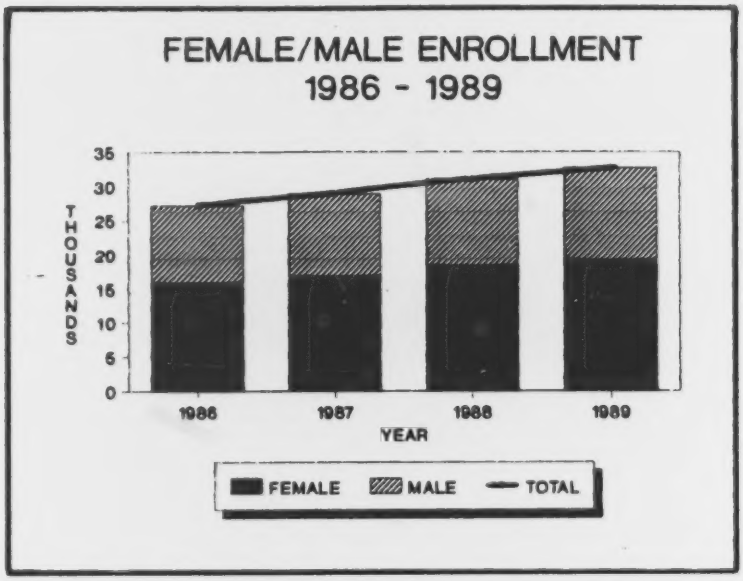
STUDENT PROFILE

FALL 1986 - 1989



PREPARED BY

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RESEARCH AND PLANNING

COLLEGE OF DUPAGE

APRIL 1990

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ACKNOWLEDGMENTS

The completion of a topical paper with this much intricate detail and multiple dimensions is a testament to the persistence and creativity of several individuals. For their efforts and assistance I wish to offer a special and sincere "Thank You!" They know how much I depend upon their talents but I want them to know how much their support is appreciated.

Della Walker had the unenviable task of preparing and proofing the statistical tables plus draft narrative. Anyone who has done this before knows statistical typing is much more complex than narrative. She did an error-free job. I am most grateful.

Mary Lent stepped in for Della and completed the paper. She did a first-rate job. The report would not have been finished on schedule without her assistance. I thank her for her help.

Last, but certainly not least, my thanks to Dale Richter who prepared all graphics in this paper. The quality of the graphics and their simplistic elegance in illuminating a number of essential but complex inter-relationships is self-evident. She added another complete dimension of meaning to the information. For that I offer her a hearty "Well-Done and Thank You".

Gary Rice

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INTRODUCTION

Goals

This topical paper on the student body was prepared to accomplish five (5) primary goals. They are:

1. To provide C.O.D. staff with a more in-depth awareness of the student body it serves and how it has changed over the last four years.

2. Uncover some of the diversity which is known to exist beneath the global student statistics.

3. Show what information is currently accessible about students.

4. Consolidate historical information for easy access as a future reference source.

5. Raise issues/implications revealed by the data for staff discussion and planning.

It also contributes directly to the 5-Year institutional goal: 'Enhance institutional planning, leadership, and governance to prepare effectively for the college future'. Better decisions result from more-informed decision-makers.

Organization and Format

Bringing order and comprehendible structure to such a vast array of facts and figures is no small task. People are suffering from information overload but still must have an accurate context to base their decisions and plans. This paper attempts to synthesize and organize information so that the reader can go in and out at multiple levels. For example, a section can be read rapidly in a cursory manner. Such a surface view will leave one with 'nice to know' information and a little better awareness. A deeper reading which includes reflection about issues raised or implications embedded in the facts creates 'need to know' information for more effective governance. A third level involves constructing one's own information from the data as it pertains to a particular decision situation.

The paper contains eighteen (18) sections. The first is a context which sets the stage by providing some global college statistics. The remaining seventeen each represent a different dimension of the student body. Each section has the same format:

1. Introduction
2. Observations And Highlights
3. Key Implications/Issues
4. Data Tables
5. Graphics (if appropriate)

The sections are written as separate categories to segment information into digestible pieces but such dissection distorts the integrated nature of the very thing one is trying to understand. One can read a section of particular interest as a stand-alone entity, if desired. More meaning will come from reading each section and mentally adding one to the next to create a mental composite image of the student body.

Each section contains Fall Term statistics for the past four years. Some sections report collegewide statistics only while others partition by campus as well. If the data was available comparisons are made against community college system numbers provided by the Illinois Community College Board (ICCB). These comparisons must be made with caution, however, because ICCB statistics are credit students only while C.O.D. values include both credit and non-credit students.

It seems appropriate to digress slightly at this point to make sure several terms used throughout the report are defined. For brevity, it is assumed the reader already knows the following: credit, non-credit, FTES and campus. If not, contact Research and Planning for definitions utilized. Other definitions will be needed but they are defined in the introduction of each appropriate section. However, there are three (3) terms which are used throughout which need clarification here. They are:

Headcount	An <u>unduplicated</u> count of the number of different individuals enrolled at C.O.D. It is used when each person can be categorized into only one mutually exclusive data grouping, e.g., Sex, or Age, or Ethnicity, etc.
Seatcount	A <u>duplicated</u> count of the seats occupied by students. It is used when a person can be concurrently in more than one category, e.g., on-off campus, or day-evening, or Central-Open campus, etc.
Total Enrollment	Refers to both credit and non-credit students combined. Title also identifies whether enrollment is headcount or seatcount.

The statistical tables in each section show the male and female enrollment for that dimension. It was realized at the outset that most decisions do not require sex-dependent information. However, this was the only information element which was both accessible and applicable across all dimensions. Besides being inherently informative, the greater purpose was to provide a glimpse of the diversity which exists below college aggregate statistics. It demonstrates the need to be able to profile student sub-groups as an essential part of the college MIS.

The table formats were deliberately kept as similar as possible so there will be fewer formats to learn to read. One table in each section contains only actual values for the dimension. People can more easily see and comprehend relationships expressed as proportions and percentages so an accompanying table contains such values.

Observations and conclusions were drawn from the latter table but the actual values from which percentages were derived must be constantly referenced. Also, read the table title and column/row headings very carefully. In an effort to condense as much information as possible, several kinds of information are usually presented in the same table. All are expressed as percentages but these percentages mean quite different things depending on the context. Don't read the tables in a cavalier manner or erroneous conclusions are likely.

The Observations And Highlights component of each section presents the author's assessment of the data. Some things are already well known but this documents them. Other facts may surprise you. It has been written as bullet points rather than narrative for the sake of brevity but recognize that doing so removes the context which gives meaning to the numbers. By calling attention to these points, it is hoped the reader will re-supply the context by reflecting upon its meaning for them personally and C.O.D. as a whole. The number in ( ) indicates the table from which the observation or fact was derived. The stated highlights are not meant to be exhaustive. Further, they are only one person's perception of the data. It is fully expected others will reach different conclusions from the same data but that forms the basis for dialogue. The reader is strongly encouraged to create their own bullets and write them in the book. Such activity will help internalize the meaning and provide a common language for decision-making.

Once the data takes on a form it leads to a speculation of implications and a raising of issues that should be addressed. Again the statements in this section are one person's thoughts. They are offered only to stimulate discussion and serve as a prototype for the reader to develop and write down their own conclusions. If the staff did this and compared notes, the potential for constructive solutions to college issues is magnified manyfold.

Finally, some sections contain graphics to help show certain relationships and trends visually. The adage "One picture is worth a thousand words" is very true in a paper of this kind. Deciding what to depict pictorially is a task in itself but it is hoped that as this information is assimilated the trends which need to be visually displayed will be identified.

Get to know the C.O.D. student body. They are why we exist.

CONTEXT

Introduction

The best way to begin this profile is to examine some global college statistics. They provide an initial context for the remainder of the report. Tables in this section include total headcount/FTE, unique students served each year, enrollment projections, comparisons to state and national community college enrollment, and participation rate against selected Illinois two-year colleges.

Observations And Highlights

- Since 1983 C.O.D. has grown 20% in total headcount and 24% in FTES. (1)
- The 1989 credit students, total students, and FTES are all the largest in the college's history. (1) (Graphic)
- The growth in total students alone between 1988 and 1989 was 60% as large as the entire opening enrollment in 1967. (1)
- Between Fall 1984 and Spring 1989 195,536 different people completed at least one course (Excludes students who enrolled but dropped out completely before finishing a single course). (2)
- Between Fall 1984 and Summer 1989 C.O.D. has touched the lives of 241,188 different people (both enrolled or dropped out). That is, 1 out of every 3 man, woman, and child currently estimated to live in DuPage County.
- Between Fall 1984 and Summer 1989 45,652 persons (19%) enrolled but dropped out before completing a single course.
- More than half of all population growth in Illinois since 1980 has occurred in DuPage county.
- The 1988 DuPage county population estimate is 760,835 (U.S. Census Bureau special report).
- It is projected with an annual average enrollment increase of 3.3% C.O.D. will have 37640 total headcount and 16949 FTES by 1994. (3) (Graphic)
- If future enrollment generally continues to follow the trend line, assuming available staff, facilities, and other needed resources, C.O.D. will be serving 45,000 students by the 21st century. (3) (Graph-Total Headcount Actual/Projected).
- In 1989 C.O.D. had 30 % more credit students than in 1980 while community college credit enrollment in Illinois was actually 4% lower between these points. (4)
- During the 1980's the nation as a whole only grew relatively half as much as C.O.D. (4)
- The steady growth upon growth phenomena starting in 1985 for C.O.D. has no parallel in the state.

- In 1980 C.O.D. had 6% of the entire state public community college credit enrollment and, except for 1984 has gone up every year to the present 8.3%. That translates to: 1 of every 12.5 credit students going to an Illinois community college today is attending C.O.D. (4)

- For the past three years C.O.D's participation rate has exceeded the systemwide rate. (5)

- C.O.D. service area encompasses the fastest growing population base in the state, yet since 1987 the college has increased its participation rate within the expanding populace. (Market share will be examined in the Residence Community section). (5)

- When C.O.D. is compared to other "multi-campus" colleges in 1988 it was the 9th largest two-year college in the U.S.A. If considered a "single" campus it becomes the largest two-year-college in the country (For perspective, C.O.D.'s 1987 credit student enrollment only was larger than the entire 2-year college enrollment in 16 different states (One-third of the 50 states). Also this comparison does not reflect the 5.8% gain in C.O.D. credit students between 1988 and 1989). (6)

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Key Implications/Issues

- How can the 'Open Door' remain open to all with finite resources? Should C.O.D. promote its strengths versus meeting everybody's needs equally?

- Should enrollment growth be equated with quality?

- Is the college prepared to accommodate steady state enrollment if finite resources place a 'defacto' cap on enrollment?

- Accommodating additional growth with no increases in resources (staff, facilities, money, time, etc.,) will lead to disintegration of services and quality. Are college governance policies and procedures in place to anticipate and make needed resources available?

- Has the college reached a point of organizational development and maturity where it must focus upon renewal or is it still experiencing organizational growth? Does the institution's growth parallel enrollment growth?

- Why have 19% of the students C.O.D. already attracted over the years left before completing a single course?

- Has C.O.D.'s growth been a direct by-product of District 502 growth or has the increase been attributed to factors within college control?

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TABLE 1

Credit/Non-Credit Headcount Enrollment
(Fall - 10th Day)

Year	Headcount			FTES
	Credit	Non-Cred	Total	
1983	23303	3817	27120	11671
1984	22524	3757	26281	11368
1985	22577	3454	26031	11470
1986	23154	4009	27163	11772
1987	24474	4416	28890	12554
1988	26494	4546	31040	13584
1989	28037	4582	32619	14500

TABLE 2

Students Served BY Fiscal Year
(Fall 1984 Thru Spring 1989)

Fiscal Year	Unique Students
1984*	42,940
1985	48,964
1986	50,484
1987	53,660
1988	55,989
1989	60,080

* Fall, Winter, Spring only
\# Unique within a given fiscal year

TABLE 3

Student Enrollment Projection

Year	Credit Headcount*	Total Headcount*	FTES*
1987 (Actual)	24474	28890	12554
1988 (Actual)	26494	31040	13584
1989 (Actual)	28037	32619	14500
1990	28326	32640	14624
1991	29289	33890	15173
1992	30285	35140	15744
1993	31315	36390	16335
1994	32380	37640	16949

* Projections submitted in RAMP to ICCB

TABLE 4

Community College Credit Headcount
(Fall Term)

	C.O.D.			Illinois		U.S.A.	
	Head	% Chg	% State	Head	% Chg	Head	% Chg
1980	21,534		6.0	359,047		4,825,931	
1981	22,981	6.7	5.9	388,369	8.2	4,887,675	1.3
1982	24,034	4.6	6.2	387,822	- .1	4,964,379	1.6
1983	23,303	-3.0	6.5	356,643	-8.0	4,947,975	- .3
1984	22,524	-3.3	6.2	361,186	1.3	4,836,819	-2.2
1985	22,577	.2	6.6	339,782	-5.9	4,730,235	-2.2
1986	23,154	2.6	6.9	334,884	-1.4	4,869,615	2.9
1987	24,474	5.7	7.5	324,163	-3.2	5,057,453	3.9
1988	26,494	8.3	8.1	328,276	1.3	5,264,808*	4.1
1989	28,037	5.8	8.2	343,237#	4.6	5,564,902*	5.7

* AACJC Early Enrollment Estimate
\# ICCB Early Enrollment Estimate

TABLE 5

Participation Rate of Selected Community Colleges
(Credit Students Only)

College	Pop* Est	Participation Rate 1987	1988	1989
C.O.D.	838529	3.09	3.35	3.34
Elgin	239526	2.49	2.62	2.69
Harper	442457	3.86	3.79	3.77
Joliet	360882	2.59	2.60	2.65
Lake City	445228	2.68	2.65	2.87
Moraine	355368	3.63	3.78	3.82
Morton	127202	3.08	3.34	3.36
Oakton	375754	3.20	3.21	3.27
So. Suburban	295034	2.70	2.91	3.09
Triton	342345	5.47	5.37	4.86
Waubonsee	211217	2.56	2.53	2.79
State	11710443	2.89	2.91	2.93

* 1990 population estimate utilized by ICCB
\# The number of students enrolled per 100 population

TABLE 6

C.O.D.'S NATIONAL ENROLLMENT RANKING
(Fall 1988--Credit Headcount)

C.O.D. COMPARED TO TWO-YEAR, MULTI-CAMPUS COLLEGES

1.	Miami-Dade Community College (FL)	41,581
2.	Northern Virginia Community College (VA)	32,012
3.	Macomb Community College (MI)	31,466
4.	St. Louis Community College (MO)	30,221
5.	Indiana Vocational Technical College (IN)	29,275
6.	Houston Community College (TX)	27,052
7.	Oakland Community College (MI)	26,855
8.	Pima Community College (AZ)	26,810
9.	**COLLEGE OF DUPAGE (IL)**	**26,494**
10.	Cuyahoga Community College (OH)	22,014

C.O.D. COMPARED TO TWO-YEAR, SINGLE-CAMPUS COLLEGES

1.	**COLLEGE OF DUPAGE (IL)**	**26,494**
2.	Orange Coast College (CA)	26,419
3.	El Camino College (CA)	26,114
4.	City College of San Francisco (CA)	25,657
5.	DeAnza College (CA)	25,186
6.	San Diego Mesa College (CA)	23,972
7.	Long Beach City College (CA)	22,900
8.	San Antonio College (TX)	22,463
9.	Santa Rosa Junior College (CA)	21,528
10.	Mount San Antonio College (CA)	21,528

Source: 1988 AACJC Data File

FIGURE 1

CREDIT & NON-CREDIT HEADCOUNT
FALL 10TH DAY

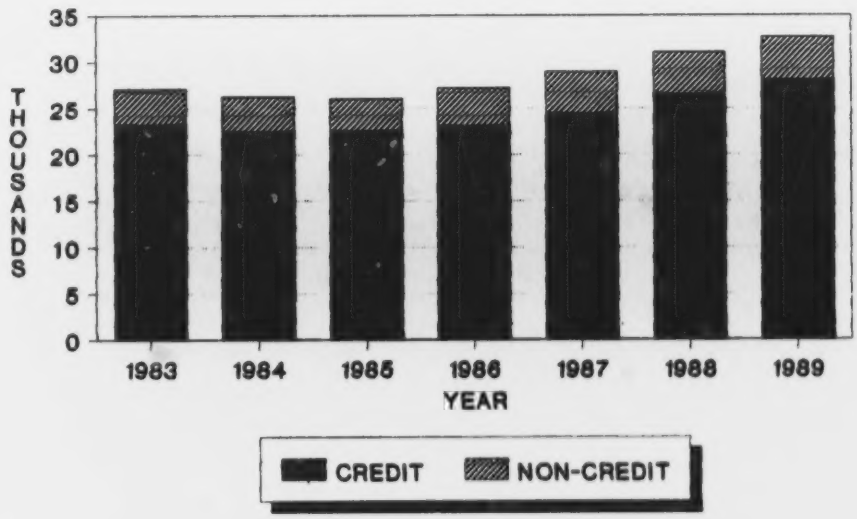


FIGURE 2

CREDIT SEATCOUNT VS. FTES
FALL 10TH DAY

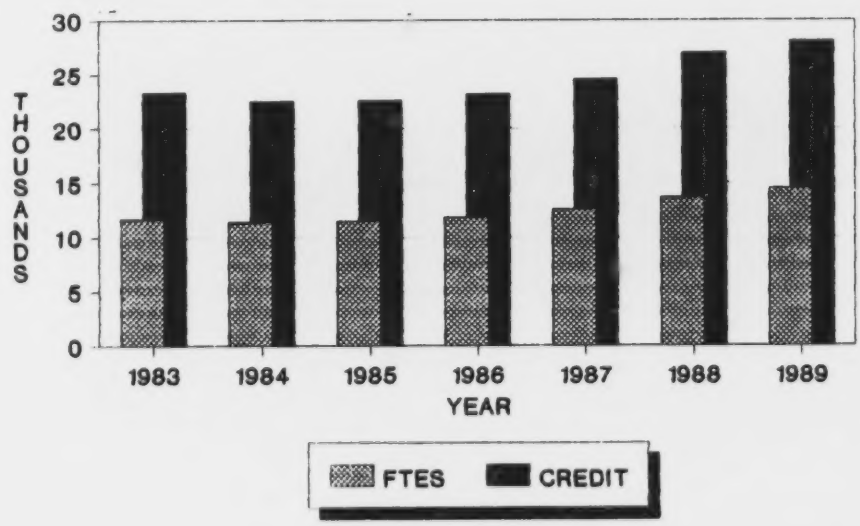
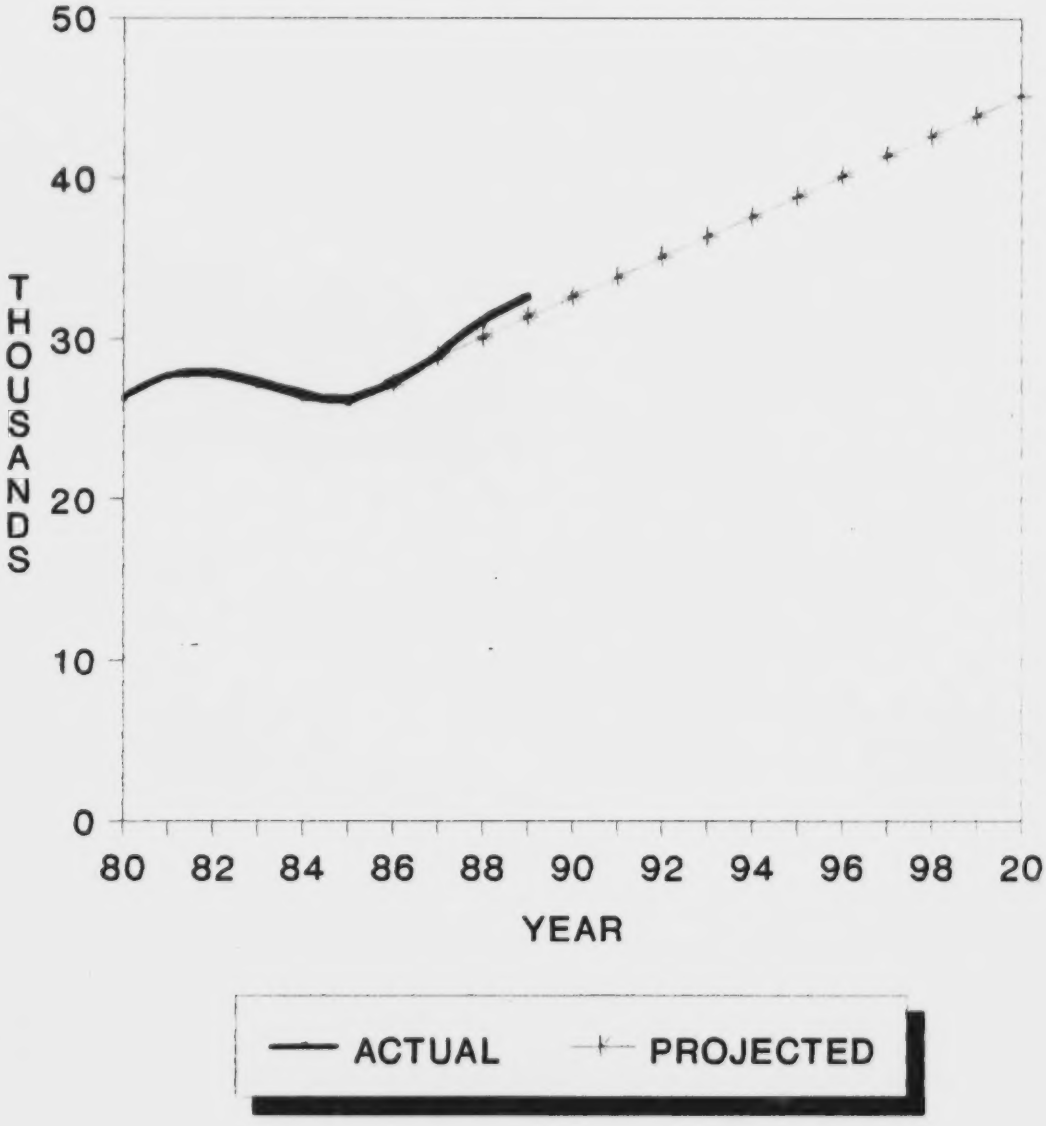


FIGURE 3

C.O.D. TOTAL HEADCOUNT ACTUAL/PROJECTED



CREDIT STATUS
(CREDIT VS. NON-CREDIT)

Introduction

This section begins a more detailed analysis of the student body. Credit status was selected because it (1) sets the general format all remaining sections will follow, and (2) reports college-wide statistics which will be referenced but not repeated in subsequent tables. Table 8 gives the actual credit/non-credit seatcount and FTES by gender within campus for the past 4 fall quarters. Table 7 has converted these numbers to proportional changes between 1986 and 1989 to facilitate identification of trends. Again, determine actual N before making decisions based on percentage.

Observations And Highlights

- Collegewide in 1989 females were approximately 59% of the total headcount, occupied 56% of all seats, and produced 54% of all FTES. (7)
- The 1989 headcount was 20% larger than 1986 and both sexes rose equally, relatively speaking, during that time. (7)
- In 1989 86% of the 32619 students were considered credit students and the remaining 14% were non-credit (based on majority of class load). (7)
- In 1989 among credit students the male-female ratio was 43-57% while the male-female ratio among non-credit students was 30-70%. Clearly the non-credit curriculum is attracting more females but a "chicken-egg" question remains. (7)
- Between 1986 and 1989 male credit students went up 34% to 21% for females. (Keep in mind the larger percentage is derived from a smaller base so credit females still outnumber credit males almost 3:2) Among non-credit students females rose 18% to only 7% for males. While the relative growth of credit males was about 1.5 times that of females, the non-credit females rose 3 times faster than males. (7)
- Since 1986 non-credit enrollment has risen 14% compared to 21% for credit students. (7) (Graphic)
- The 32619 students occupied 61496 classroom seats which is an average of 1.89 per person. That is up from 1.86 in 1986 documenting that students are carrying larger class loads in 1989. (7)
- In 1989 credit males averaged 2.09 seats to 1.88 for females. Conversely non-credit females averaged 1.38 to 1.26 for males. There is a definite difference between the credit and non-credit curriculum appeal by gender. (8)
- Collegewide 90% of the seats are credit and 10% are non-credit (7)
- Two-thirds of all occupied seats and three-fourths of all FTES come from Central campus (7)
- On Central campus males occupy 48% of the seats and generate 49% of the campus FTES (7)
-

- Since 1986 Central campus seatcount has increased 19%, while their FTES has risen 21%. Students are taking larger loads and both genders appear to have had the same relative increase. (7)

- While Central campus has an almost even male-female distribution (seatcount), Open campus is decidely female. Sixty percent of the credit seats and seventy percent of the non-credit seats are female occupied. (7) (Graphic)

- Open campus has one-third of all seats filled in the college. Within Open, seventy-one percent of the seats are credit and twenty-nine percent are non-credit. (7)

- Open campus credit seats have gone up 32% since 1986 compared to 19% for Central campus. Also Open has increased FTES by 31% compared to 21% for Central and 23% collegewide. The credit growth rate over the past 4 years has definitely been more rapid on Open campus even though Central always has the larger absolute numbers. (7)

- Among credit students males have gone up twice as much on Open since 1986 than Central. Open credit females also rose about 10% faster relatively speaking. (7)

- Open credit seats have increased almost twice as fast as non-credit seats since 1986. (7)

- Somewhat oversimplified, males seem to prefer the Central campus and credit curriculum, while females prefer Open campus and non-credit curriculum.

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Key Implications/Issues

- Does the dominance of female enrollment occur because the curriculum is more attractive to them or has the curriculum evolved because more women have come to C.O.D.?

- Should the gender disparity currently existing between Central and Open Campuses in both credit and non-credit curriculum be allowed to continue its trend when the college is marketing its services as the needs of all?

- Why is the non-credit curriculum so predominantly female?

- The rate and direction of non-credit enrollment growth, especially on-campus (see Course Location section also), has a direct impact in competing with credit enrollment for limited space, staff, and other college resources.

- What are the reasons why male credit students are tending to carry slightly heaviert class loads than female credit students?

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TABLE 7

Proportion Changes - CREDIT STATUS BY CAMPUS
(1986 VS. 1989 Fall 10th Day)

Campus/Credit Status	% Total		M-F Ratio (%)		% Change '86-'89+		
	86*	89*	86*	89*	Male	Female	Total
Central Campus							
Credit Seats	67.5	65.9	48-52	48-52	19	19	19
FTES	76.7	75.3	49-51	49-51	20	21	21
Open Campus							
N-Credit Seats	10.4	10.1	31-69	29-71	10	22	18
Credit Seats	22.1	24.0	38-62	40-60	37	29	32
FTES	23.3	24.7	39-61	39-61	33	29	31
C.O.D.							
N-Credit Head	14.8	14.0	33-67	30-70	7	18	14
Credit Head	85.2	86.0	43-57	43-57	34	21	21
Total Head	27163	32619	41-59	41-59	20	20	20
Total Seats	50444	61496	44-56	44-56	22	22	22
Total FTES	11772	14500	47-53	46-54	22	24	23

* See Table 8 for actual N's
\+ Determine actual N before making decisions based on percentage

TABLE 8
Campus Gender Enrollment - CREDIT STATUS

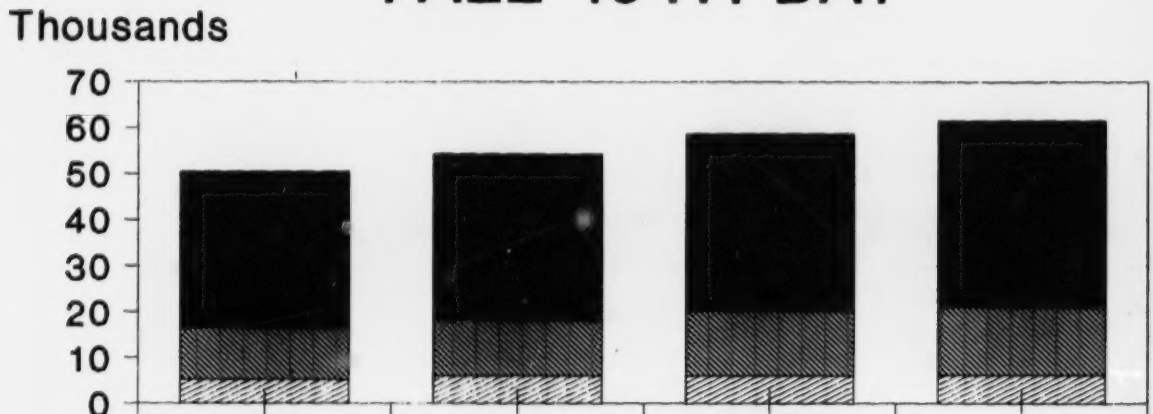
(Fall - 10th Day)

	Central		Open			C.O.D.				
	Credit		Seats			Total Headcount			Total	Total
Year/Sex	Seats	FTES	N-Cred	Credit	FTES	N-Cred	Credit	Total	Seats	FTES
1986										
Male	16256	4433.9	1614	4252	1058.7	1308	9907	11215	22122	5492.5
Female	17791	4595.9	3625	6906	1683.8	2701	13247	15948	28322	6279.6
Total	34047	9029.7	5239	11158	2742.4	4009	23154	27163	50444	11772.2
1987										
Male	17040	4608.1	1948	4789	1163.1	1475	10497	11972	23777	5771.2
Female	19146	5000.3	4010	7330	1782.8	2941	13977	16918	30486	6783.1
Total	36186	9608.4	5958	12119	2945.8	4416	24474	28890	54263	12554.3
1988										
Male	18031	4876.2	1974	5267	1275.0	1551	11125	12676	25272	6151.2
Female	20510	5329.1	4078	8804	2103.9	2995	15369	18364	33392	7433.0
Total	38541	10205.3	6052	14071	3378.9	4546	26494	31040	58664	13584.2
1989										
Male	19351	5311.9	1767	5836	1409.5	1394	12039	13433	26954	6721.3
Female	21202	5606.5	4419	8921	2172.4	3188	15998	19186	34542	7778.9
Total	40553	10918.4	6186	14757	3581.9	4582	28037	32619	61496	14500.3

Source: MIS 7010 #8 and #16

FIGURE 4

SEATCOUNT BY CAMPUS
FALL 10TH DAY



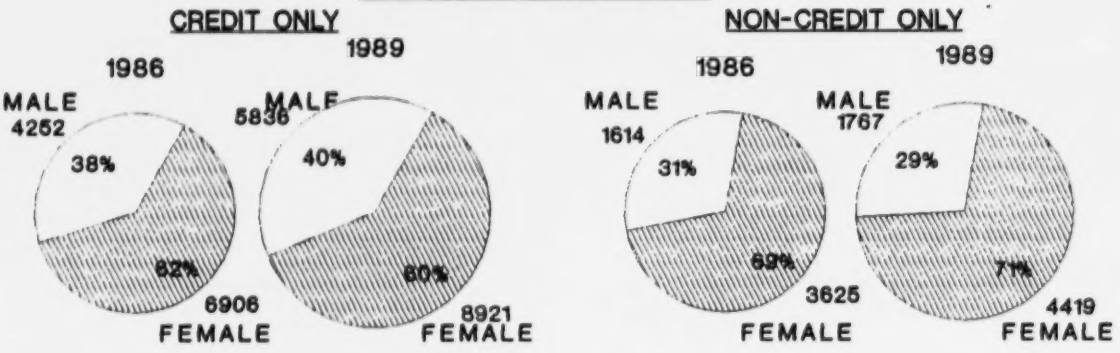
	1986	1987	1988	1989
CENTRAL	34,047	36,186	38,541	40,553
OPEN (CREDIT)	11,158	12,119	14,071	14,757
OPEN (NON-CR)	5,239	5,958	6,052	6,186

SEATCOUNT BY GENDER BY CAMPUS

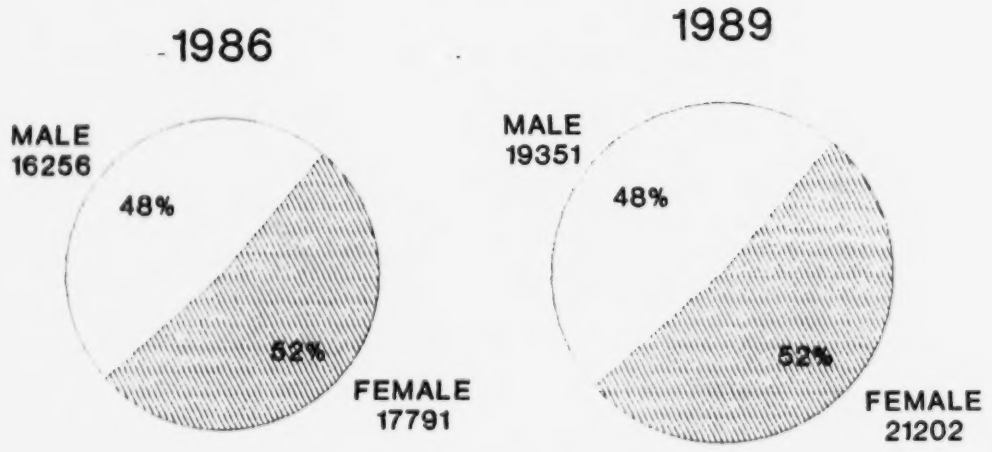
FIGURE 5

1986 VS. 1989 (FALL 10TH DAY)

OPEN CAMPUS



CENTRAL CAMPUS



ETHNICITY

Introduction

The ethnic composition of the student body has been steadily changing over the past four years. This is in line with both state and national trends but, as the data will show, C.O.D. has a greater representation of each minority group than exists in the District 502 service area. That fact takes on greater significance when one considers that District 502, DuPage County in particular, does not mirror ethnicity changes throughout the country but the college must prepare many students for the world they will face outside the county boundary.

Tables 9 and 10 provide some comparison statistics to the service area and community college system. Tables 11 and 12 present the ethnic distribution at C.O.D. over the past four years.

Observations and Highlights

- Between 1980 and 1990 (estimate) the number of Caucasians has decreased about 2% but the higher percent of 'unknown' does not allow the conclusion that minority increased by that amount. (9)

- Until 1990 census statistics are available extrapolate between 1980 and 1990 for the district. C.O.D. has a higher proportion of each minority group than exists throughout the District 502 population. (9)

- In Table 10 comparisons are being made of C.O.D.'s total enrollment versus credit students only statewide. One may assume that ethnic distribution among non-credit students would approximate that of credit students if known. (10)

- C.O.D. proportionally has more Asians and Whites but significantly fewer Blacks and Hispanics enrolled than the state community college system. (10)

- Between 1986 and 1989, the growth of every minority group at C.O.D. far surpassed comparisons figures for ICCB e.g., Blacks increased 44% at C.O.D. while declining 14% systemwide. (10)

- The decline of Blacks in Illinois Community College is significant when considering they are a smaller proportion (14%) of a larger number in 1989. This means they did not hold their own relative to the growth rate of other minorities but the converse is true at C.O.D. (10)

- If the entire state were considered to be ICCB's service area, a comparison of system minority proportions against State of Illinois population ethnicity would show how C.O.D. reflects its service area versus the state system.

- Even though the proportion of Caucasians at C.O.D. is less in 1989 than in 1986, they still went up 15 over the four year time period and increased five fold over White student growth systemwide. (10)

- In 1986, Asian students were 5% of the C.O.D. student body but they were 6.3% of the total in 1989. That is a growth of 701 students (52%) in 4 years. (11)

- Asian females outnumber Asian males about 55-45% Both Asian genders have risen 2.5 times the growth rate for all students combined since 1986. (11)

- Although the number of Native Americans attending C.O.D. is small, they are still the second largest growth minority in proportional terms (68%). (11) (Graphic)

- Native females outnumbered males 2.1 in 1986 but native males grew by 125% since 1986 compared to 41% for native females. (11)

- Black students number 650 in 1989 which represents 2% of the student body. (11)

- The Black male-female ratio was fairly even in 1986 but there have been decidedly more Black females enrolling since then. Today the Black male-female ratio is 43-57%. (11)

- Hispanic students had the largest relative gain of all ethnic groups. In 1989, they constituted 4.4% of the student body and have increased 84% since 1986. (11)

- Hispanics have held a constant 55% male - 45% female ratio over the years while their numbers have been expanding. (11)

- Evidence of expanding ethnic diversity is seen in Caucasians only growing 15% since 1986 compared to a 20% increase in the total student body. (11)

- Among Caucasians, females outnumber males 60% to 40% (11)

- Among minorities only, Hispanics were the only group to grow proportionally between 1986 and 1989 even though all minorities increased in actual numbers during that period. (Graphics)

Key Implications/Issues

- Is the college prepared to meet minority educational needs or are minority students expected to adapt to the predominant White culture?

- Is C.O.D. preparing its students for the cultural diversity they will encounter outside District 502 now and in the future?

- What factors are responsible for attracting more Asians and Hispanics, relatively speaking, than Blacks to C.O.D?.

- What can be done to reduce the sense of social isolation Black students at C.O.D. have reported in student surveys?

- What can C.O.D. do to help many "at risk" minority students be successful in their education?

- Should C.O.D. be identifying and assisting minority students who are still in elementary/high school to prepare them for college?

- Is the college staff sufficiently aware of and sensitive to cultural differences?

TABLE 9

Ethnic Distribution Of C.O.D. And Its Service Area (%)

Ethnic Group	C.O.D. Students (Fa 89)	District# 502 (1980)	DuPage+ County (1990)
Asian	6.3	2.7	--
Native	.1	.1	--
Black	2.0	1.4	1.5
Hispanic	4.4	3.3	4.3
Caucasian	85.1	91.1	89.0
Other/Unk	2.1	1.4	5.2
Total	32,619	828,668	863,490

\# Obtained from 1980 U.S. Census

\+ DuPage County 1990 projections are published by the State of Illinois Bureau of the Budget. Neither DuPage County Planning nor the Census Bureau could provide ethnic data more recent than 1980.

TABLE 10

C.O.D. vs. ICCB Enrollment - ETHNICITY (%)*
(1986 vs. 1989)

	1986		1989		% Chg '86-'89	
Ethnicity	C.O.D.	ICCB	C.O.D.	ICCB	C.O.D.	ICCB
Asian	5.0	3.2	6.3	3.7	52.0	18.0
Native	.1	.4	.1	.3	68.0	-12.8
Black	1.7	16.8	2.0	14.0	43.8	-14.4
Hispanic	2.9	7.2	4.4	9.6	83.6	37.6
Caucasian	89.1	72.2	85.1	72.2	14.8	3.2
Non-Res.Alien	.1	.2	.1	.2	30.0	15.6
Unknown	1.1	1.9	2.0	.9	91.6	-56.1
Total N	27,163	334,884	32,619	341,735	20.1	2.0

* C.O.D. percentages are based upon total enrollment while ICCB percentages reflect credit students only.

Source: "Student Enrollment Data And Trends In the Public Community Colleges Of Illinois: Fall 1989", ICCB, Springfield Ill., January 1990.

TABLE 11

Proportion Headcount Changes - ETHNICITY
(1986 VS. 1989)

Ethnicity	% Total		M-F Ratio (%)		% Change '86-'89+		
	86*	89*	86*	89*	Male	Female	Total
Asian	5.0	6.3	45-55	46-54	53	51	52
Native	.1	.1	32-68	43-57	125	41	68
Black	1.7	2.0	51-49	43-57	22	67	44
Hispanic	2.9	4.4	55-45	55-45	83	85	84
White	89.1	85.1	41-59	40-60	14	15	15
N-Resident Alien	.1	.1	55-45	46-54	9	56	30
Unknown	1.1	2.0	34-66	37-63	112	81	92
Total N	27163	32619	41-59	41-59	20	20	20

* See Table 12 for actual N's
\+ Determine actual N before making decision based on percentage

TABLE 12

Total Gender Enrollment - ETHNICITY

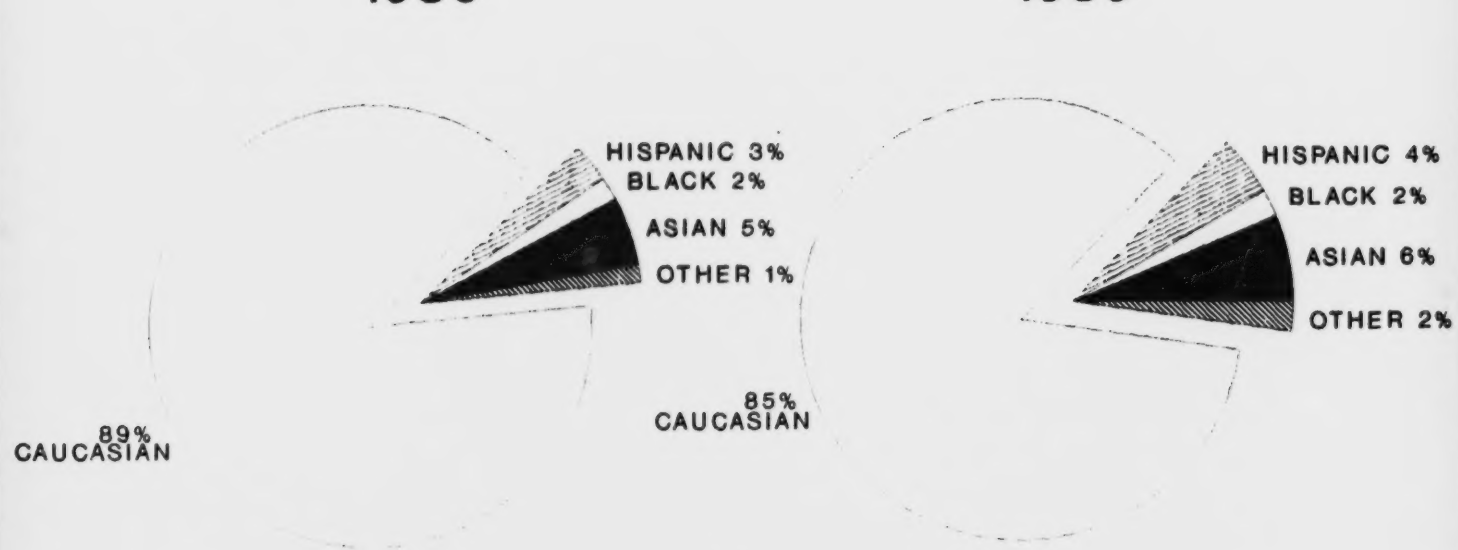
(Fall Term)

Ethnicity	Asian	Amer. Indian	Black	Hispanic	White	Non-Resid. Alien	Unknown	Total
1986								
Male	608	8	231	431	9814	11	112	11215
Female	741	17	221	354	14385	9	221	15948
Total N	1349	25	452	785	24199	20	333	27163
1987								
Male	727	5	232	444	10236	13	315	11972
Female	842	21	257	417	14930	15	436	16918
Total N	1569	26	489	861	25166	28	751	28890
1988								
Male	806	12	288	567	10727	11	265	12676
Female	952	23	338	512	16162	16	361	18364
Total N	1758	35	626	1079	26889	27	626	31040
1989								
Male	932	18	281	788	11165	12	237	13433
Female	1118	24	369	653	16607	14	401	19186
Total N	2050	42	650	1441	27772	26	638	32619

Source: MIS 7010 #36

FIGURE 6

ETHNIC DISTRIBUTION (%)
FALL 1986 VS. FALL 1989

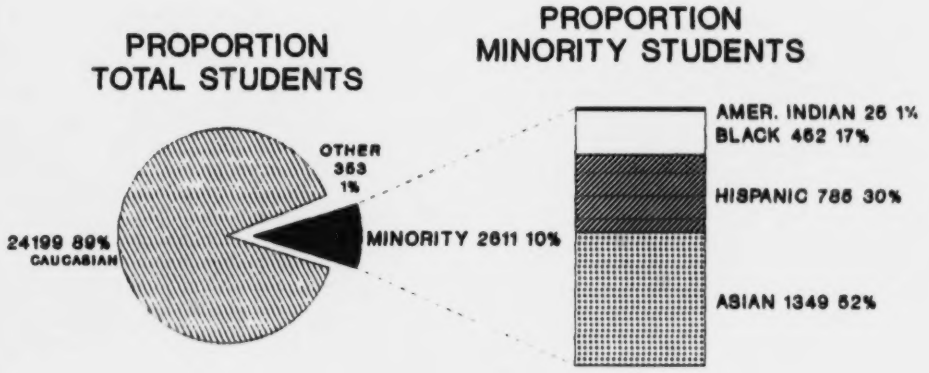


1986 HEADCOUNT = 27,163

1989 HEADCOUNT = 32,619

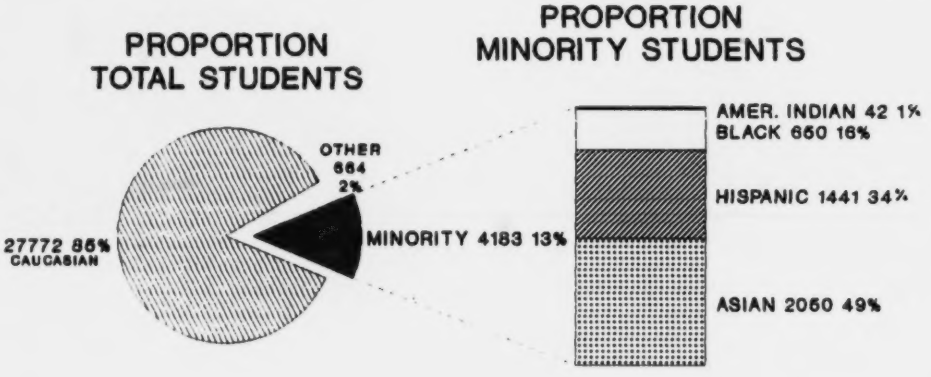
FIGURE 7

MINORITY ENROLLMENT
FALL 1986



VS.

MINORITY ENROLLMENT
FALL 1989



AGE

Introduction

C.O.D. has experienced the "Greying of America" national phenomena along with all segments of higher education during the last decade. In 1980 the average age of the student body was 25. Today it is 31.1. That is a rise of 6 years age in 9 calendar years. To put this in perspective, consider that the entire student body is aging two-thirds of a year per calendar year since 1980 and each year is essentially a different population. That kind of change will continue although the rate will slow substantially in the "90"s.

Observations and Highlights

- Systemwide, the traditional student (17-20) has increased substantially (46%) since 1986. In 1986, they constituted 19% of all credit students but that had risen to almost 28% by 1989. (13)

- Systemwide, except for 40-55 year olds, every other age category showed no gain or decline between 1986 and 1989. (13)

- Systemwide, the 56+ age group was down 30% from 1986. They also dropped from 6% of the total enrollment in 1986 to only 4% in 1989 which is significant considering the increasing number of older citizens attending community colleges. Clearly, they are not opting for the credit curriculum. (13)

- Systemwide, the drop of just over 1 year in median age compared to a half year mean decline further documents the fact that credit students are actually getting younger. The median value says that half of the entire Illinois two year college credit students are under 27 years old. (13)

- Systemwide, credit students cluster into 3 groups: 20 or less = 30%; 21 - 39 = 50%; and 40+ = 20%. Thus, 8 of every 10 students attending credit courses in the two-year colleges is under 40 years old. (13)

- Between 1986 and 1989, every age category at C.O.D. increased. The largest was 65+ (36%) while the smallest was 21-24 (8%). (14)

- Between 1986 and 1989, the following age categories had a higher growth rate among males than females: 17, 18, 21-24 and 31-39. (14)

- In 1989 the only age category where males outnumber females is 19-20. (14)

- Until age 24, the sexes are proportionally close. Beyond that age females predominate and the disparity gets greater with each advancing age category. From 31 years on, two-thirds of the enrollees are female. (14) (Graphic)

- Between 40-55, almost three-fourths of the enrollees are women. 14)

- The proportion of students and male-female ratio in each category have both remained quite stable between 1986 and 1989 even though the college has grown by 5456 students. It suggests a similar interplay of forces attracting all students during that time. (14)

- In 1989, just over one-fourth of the students are 20 or younger and just under one-fourth are 40+. It is the 21-39 group who declined as a proportion of the whole even though they grew in absolute numbers. (14)

- Until 1980, the mean of 25 suggests a large number of traditional students recently out of high school. During the first half of the 1980's, there was a large influx of older students. For the last 5-6 years, the trend slope has leveled off to a modest increase each year. (Graphic)

- In 1989, the mean age for all students at C.O.D. was 31.1. For males it was 28.8 and for females it was 32.8. The average age for males has remained about constant between 1986 and 1989 so the increasing average age for all students can be attributed to females. (15)
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Key Implications/Issues

- The fact that the credit curriculum is primarily composed of younger students while non-credit students are substantially older implies that defacto there are at least two curricula operating at C.O.D. Should this be continued?

- What changes should C.O.D. make in such things as course delivery methods, degree requirements, etc. to accommodate such diversity in learning styles, purposes for attending, etc. which are a direct function of age?

- What factors account for the fact that the average age for males is remaining constant while female age is increasing?

- Why is it that males beyond mid 20's are not attracted to C.O.D. in the same way that females seek college services?

- As the District 502 population ages over the next decade, is C.O.D. prepared to meet their educational needs as part of its commitment to lifelong learning?
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-
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TABLE 13

C.O.D. vs. ICCB Enrollment - AGE (%) *
(1986 vs. 1989)

	1986		1989		% Chg '86-'89	
Age	C.O.D.	ICCB	C.O.D.	ICCB	C.O.D.	ICCB
16 or less		.1		.2		229.4
17 or less	2.2	19.2#	2.4	27.6#	28.1	46.3#
18-20	25.0		25.8		23.7	
21-24	16.1	19.4	14.5	15.9	8.1	-16.7
25-30	16.5	19.1	15.7	17.2	14.0	- 8.1
31-39	18.2	19.8	17.6	19.5	16.4	.1
40-55	14.6	13.8	16.2	14.4	33.3	6.2
56+	6.1	6.3	6.9	4.3	34.0	-30.1
No Report	1.3	2.3	.9	.9	- 2.1	-53.2
Total N	27,163	334,844	32,619	341,733	20.1	2.0
$\bar{X}$ Age	30.9	31.9	31.1	30.4		
Median Age		28.0		26.9		

* C.O.D. percentages are based upon total enrollment while ICCB percentages reflect credit students only. This tends to make C.O.D. appear older than the system as it is older students who usually take non-credit courses. Therefore, examine C.O.D. and ICCB separately and make only general context comparisons.

\# ICCB category is 17-20

Source: "Student Enrollment Data And Trends In the Public Community Colleges Of Illinois: Fall 1989", ICCB, Springfield Ill., January 1990

TABLE 14

Proportion Headcount Changes - AGE
(1986 VS. 1989)

Age	% Total		M-F Ratio (%)		% Change '86-'89+		
	86*	89*	86*	89*	Male	Female	Total
17 or Less	2.2	2.4	48-52	49-51	30	26	28
18	8.4	8.4	46-54	46-54	20	19	19
19-20	16.6	17.4	52-48	52-48	26	26	26
21-24	16.1	14.5	49-51	50-50	11	6	8
25-30	16.5	15.7	44-56	42-58	8	18	14
31-39	18.2	17.6	33-67	35-65	22	14	16
40-55	14.6	16.2	28-72	28-72	32	34	33
56-64	2.4	2.7	37-63	35-65	26	34	31
65+	3.7	4.2	34-66	34-66	35	37	36
Unknown	1.3	.9	27-73	40-60	44	-19	-2
Total N	27163	32619	41-59	41-59	20	20	20

* See Table 15 for actual N's
\+ Determine actual N before making decision based on percentage

TABLE 15

Total Gender Enrollment - AGE
(Fall Term)

Age	Total Headcount											Ave. Age
	17 or Less	18	19-20	21-24	25-30	31-39	40-55	56-64	65+	Unknown	Total	
1986												
Male	290	1056	2326	2120	1971	1645	1131	243	343	90	11215	28.8
Female	315	1230	2180	2254	2508	3293	2845	420	661	242	15948	32.5
Total	605	2286	4506	4374	4479	4938	3976	663	1004	332	27163	30.9
1987												
Male	372	1178	2422	2192	1997	1724	1296	281	367	143	11972	29.0
Female	362	1400	2376	2232	2638	3404	3071	507	739	189	16918	32.6
Total	734	2578	4798	4424	4635	5128	4367	788	1106	332	28890	31.1
1988												
Male	354	1380	2583	2161	2082	1847	1394	315	443	117	12676	29.1
Female	355	1576	2530	2395	2766	3584	3523	539	839	157	18364	32.6
Total	809	2956	5113	4556	4848	5431	4917	854	1282	274	31040	31.2
1989												
Male	377	1262	2922	2344	2136	1999	1494	305	464	130	13433	28.8
Female	398	1468	2752	2385	2969	3750	3805	561	903	195	19186	32.8
Total	775	2730	5674	4729	5105	5749	5299	866	1367	325	32619	31.1

Source: MIS 7010 #40

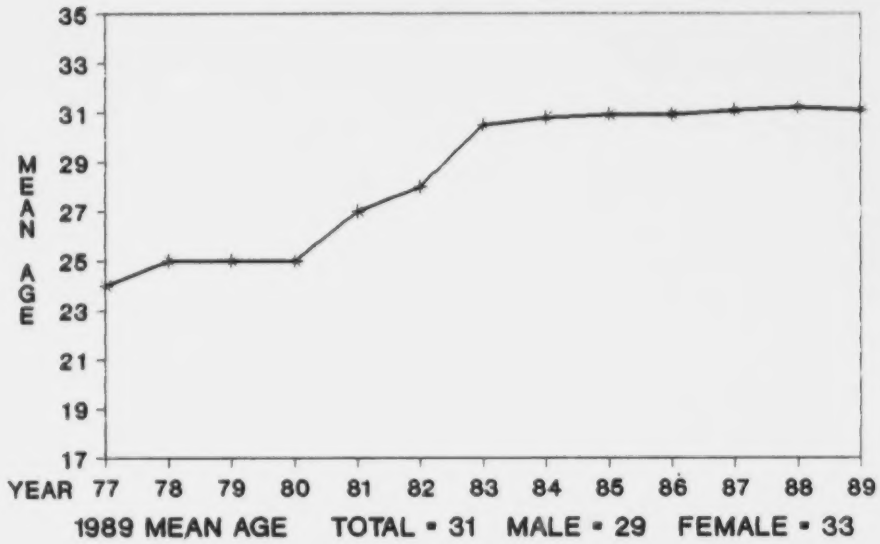
41

40

FIGURE 8

MEAN AGE BY YEAR

FALL 10TH DAY

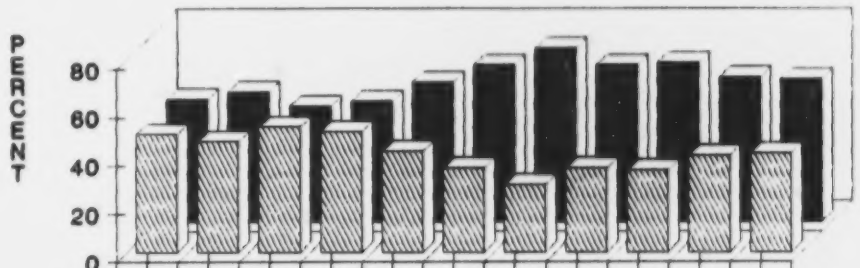


1989 MEAN AGE TOTAL • 31 MALE • 29 FEMALE • 33

FIGURE 9

AGE BY GENDER (%)

FALL 10TH DAY 1989



%	AGE	17	18	19-20	21-24	25-30	31-39	40-55	56-64	65+	UKN	TOTAL
	FEMALE	51	54	48	50	58	65	72	65	66	60	59
	MALE	49	46	52	50	42	35	28	35	34	40	41

RESIDENCY/COMMUNITY

Introduction

Because of state law related to the funding of higher education, it is necessary to establish a person's residency status. Differential tuition at C.O.D. is charged to students in the following categories:

In District:	Any student who can prove that their permanent home address falls within District 502 geographical boundaries.
Out of District:	Any student whose permanent home is within the State of Illinois but outside District 502.
Out-Of-State:	Any student whose permanent home is outside the State of Illinois or an international student attending C.O.D. with an I-20AB Form.
Chargeback:	Any out-of-district enrolled in a C.O.D. program which the community college in their residence district does not offer.
Senior Citizen:	Any person 65 or older who receives a discount rate to attend C.O.D. classes.

Another dimension of residency, not related to funding, is the student's community of permanent residence. Knowing where a student lives has important implications for marketing, course scheduling, meeting community educational needs, etc. The communities have been grouped into three geographical regions which C.O.D. utilizes for governance purposes.

Table 19 shows the gender distribution and market share for each District 502 community during the past four fall quarters. Keep in mind the community population statistics used to calculate market share were estimates supplied by each city government until 1990 Census data becomes available. Market share is read as: "The number of persons 18 and older per 100 population from that community who are enrolled in a C.O.D. course(s)." It does not indicate whether the student attended on- or off- campus classes; only that they attended. Do not interpret these statistics as enrollment within a particular community.

Observations and Highlights

- The vast majority of students have in-district residency which is consistent with state law to serve those within District 502. (16)
- In 1989, 1313 students (4%) received a senior citizen discount rate to attend C.O.D. Note that two thirds of them were female. (16)
- The growth of senior citizen discounts rose 58% between 1986 and 1989. (16)
- Although a very small N, out-of-state residents is the only residency category where males outnumber females. (16)

- In 1989, there were 421 students attending C.O.D. on a chargeback agreement with another community college. Seventy percent were female. (16)

- Throughout the entire service area, C.O.D. is educating between 5.5 and 6.0 college age people per 100 population. (19)

- Approximately 43% of those attending C.O.D. classes, either on the main campus or at regional sites, reside in the North Region. Over 4 of every ten persons attending C.O.D. live in one of the North Region communities. (18)

- There are 2380 more North Region students attending in 1989 versus 1986 which is a gain of 20%. (18)

- Three of the five largest contributing communities throughout District 502 are in the North Region: Wheaton (2), Glen Ellyn (4) and Lombard (5). Together they constitute almost half of all students coming from this region. (18)

- Six North Region communities increased 30+% between 1986 and 1989. They were Bartlett, Bensenville, Bloomingdale, Carol Stream, Hanover Park and Warrenville, Remember the number of enrollees when weighing the importance of these percentages. (18)

- The North Region has the highest proportion of males (43%) of all three regions. In 1989, five North communities had over 45% male enrollees compared to 41% college wide. They were Addison, Bartlett, Bensenville, Glendale Heights and Winfield. (18)

- Twenty percent of all C.O.D. enrollees at main campus or regional sites resided in the East Region in 1986 but the proportion has been slightly although steadily declining since then. (18)

- East Region market share has remained just under 4 per 100 population compared to 5.5 for the college. (18)

- Between 1986 and 1989, East Region enrollment has grown 11% compared to 20% for the college. (18)

- None of the five largest contributing communities is in the East Region. (18)

- Although the East Region is in a relative decline, growth pockets included Burr Ridge, Clarendon Hills, Elmhurst, La Grange and Villa Park. (18)

- In 1989, Elmhurst and Villa Park produced 39% of all East Region students. (18)

- The 4 East Region communities showing a loss of students between 1986 and 1989 are Hinsdale, Indianhead Park, Oakbrook Terrace and Willow Springs. (18)

- East Region enrollees are predominantly female. Three communities, Burr Ridge, Indianhead Park and Oakbrook are two-thirds or more female. (18)

- Seven communities comprising the Southwest region account for 30% of all C.O.D. enrollees. (18)

- The Southwest region is the fastest growing region going up 26% since 1986 to 20% for the college. The college is also drawing the biggest market share (6.2 versus 5.5 college wide) from students living in this region. 18)

- Ironically Bolingbrook has the lowest participation rate yet the largest percentage growth since 1986 of any Southwest community. (18)

- Two of the five largest contributing communities, Naperville (1) and Downers Grove (3), jointly provide two-thirds of the Southwest Region enrollment. (18)

- Naperville has grown 39% compared to 15% growth in Downers Grove since 1986. (18)

- Lisle has had the largest market share ratio of any Southwest community. (18)

- Most Southwest communities male-female ratios are 40-60. (18)

- C.O.D. attracts about 8% of its total enrollment from declared residences outside its defined service area. This would include foreign students, BPI in plant courses where workers resided beyond District 502 boundaries, chargeback students, etc. (18)

- The North Region is the largest supplier of students when place of residence is considered while the Southwest Region is the largest if the focus is seatcount/FTES generated in off-campus satellites only. The difference is due to the large number of students from each community who commute to the main campus. (Graphics)

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Key Implications/Issues

- Are current residency requirements optimally beneficial to both C.O.D. students and the college?

- As the number of senior citizens increase, what will the impact on tuition revenues as the number of senior citizen discounts increase?

- What will be the impact on college resources and program availability for in-district students if the chargeback trend continues?

- As the trend toward internationalization continues in higher education will C.O.D. seek to attract greater numbers of students from outside its service area? If so, how will it affect current college policies relative to residency?

- Should there be more stringent criteria for establishing in-district residency status to curtail abuses?

- Should assessment of service area impact focus upon viewing students by place of permanent residence (service) or by satellite enrollment by community (presence)?

- What can be done to encourage students to obtain their C.O.D. course work at home or in their communities or attend Central campus at non-traditional times to ease overcrowding?

- Have the educational needs of each community been accurately identified or are students choosing from available offerings.

- Are community educational needs different from those individuals residing in each community? If so, what is the college obligation to each?

- Are population shifts within District 502 occurring slow and predictable enough that current governance decisions are anticipating their needs or does C.O.D. need to anticipate future community educational needs further in advance?

TABLE 16

Proportion Headcount Changes - RESIDENCY
(1986 vs. 1989 - Fall 10th Day)

Residency	% Total		M-F Ratio (%)		% Change '86-'89+		
	86*	89*	86*	89*	Male	Female	Total
In District	91.9	91.2	41-59	41-59	19	19	19
Out District	3.8	3.2	43-57	47-53	9	-7	0
Out State	.3	.3	58-42	57-43	12	16	14
Chargeback	.9	1.3	36-64	30-70	38	88	70
Senior Citizen	3.1	4.0	35-65	34-66	51	62	58
Total N	27163	32619	41-59	41-59	20	20	20

* See Table 17 for actual N's
\+ Determine actual N before making decision based on percentage

TABLE 17

Total Gender Enrollment - RESIDENCY
(Fall Term)

C.O.D. Residency	Total Headcount In District	Out District	Out State	Chargeback	Foreign	Senior Citizen	Total
1986							
Male	10342	449	42	90		292	11215
Female	14626	594	31	158		539	15948
Total N	24968	1043	73	248		831	27163
1987							
Male	10960	535	55	81	1	340	11972
Female	15483	512	33	208		682	16918
Total N	26443	1047	88	289	1	1022	28890
1988							
Male	11462	705	47	65	1	396	12676
Female	16586	789	36	172	2	779	18364
Total N	28048	1494	83	237	3	1175	31040
1989							
Male	12331	491	47	124		440	13433
Female	17427	553	36	297		873	19186
Total N	29758	1044	83	421		1313	32619

Source: MIS 7010 #52

TABLE 18
Proportion Headcount Changes - RESIDENCE COMMUNITY
(1986 vs. 1989)

Community/Region	% Region 86*	% Region 89*	M-F Ratio (%) 86*	M-F Ratio (%) 89*	% Change '86-'89+ Male	% Change '86-'89+ Female	% Change '86-'89+ Total
North Region							
Addison	9.2	8.4	45-55	46-54	13	9	11
Bartlett	.3	.4	43-57	52-48	75	24	46
Bensenville	3.1	3.6	45-55	47-53	45	37	40
Bloomingdale	3.6	3.9	45-55	42-58	23	40	33
Carol Stream	6.0	7.0	44-56	42-58	33	44	39
Glen Ellyn	15.7	14.7	45-55	41-59	3	21	13
Glendale Heights	7.7	7.6	45-55	45-55	19	19	19
Hanover Park	1.2	1.7	35-65	44-56	115	46	70
Itasca	2.0	1.7	47-53	44-56	-4	8	3
Lombard	15.7	14.5	40-60	43-57	18	7	12
Rosell	3.4	3.5	41-59	42-58	22	22	22
Warrenville	3.0	3.5	38-62	38-62	37	38	37
West Chicago	5.7	5.5	44-56	42-58	11	19	16
Wheaton	18.6	19.0	40-60	42-58	29	19	23
Winfield	2.2	2.4	41-59	46-54	44	18	29
Wood Dale	2.6	2.6	51-49	41-59	-5	43	18
Region Total	11761	14141	43-57	43-57	20	21	20
% Total	43.3	43.4					
East Region							
Brookfield	2.8	2.6	46-54	39-61	-13	16	3
Burr Ridge	1.9	2.6	31-69	33-67	59	48	52
Clarendon Hills	5.6	6.0	34-66	37-63	32	13	20
Countryside	2.0	1.9	48-52	50-50	6	0	3
Darien	9.6	9.8	42-58	42-58	14	14	14
Elmhurst	21.9	21.7	42-58	39-61	4	14	10

TABLE 18 Continued
Proportion Headcount Changes - RESIDENCE COMMUNITY
(1986 vs. 1989)

Community/Region	% Region 86*	% Region 89*	M-F Ratio (%) 86*	M-F Ratio (%) 89*	% Change '86-'89+ Male	% Change '86-'89+ Female	% Change '86-'89+ Total
East Region (Continued)							
Hinsdale	13.8	12.2	38-62	37-63	-4	-1	-2
Indianhead Park	.8	.6	40-60	29-71	-41	-8	-21
La Grange	7.4	7.1	40-60	42-58	13	2	7
La Grange Park	3.6	3.6	39-61	37-63	7	13	11
Oak Brook	6.0	5.4	31-69	30-70	-3	5	3
Oakbrook Terrace	.7	.5	26-74	41-59	30	-32	-16
Villa Park	16.1	17.3	45-55	43-57	15	21	18
Western Springs	4.2	4.3	35-65	37-63	21	9	14
Willowbrook	3.0	4.1	36-64	39-61	57	42	47
Willow Springs	.6	.3	54-46	35-65	-61	-13	-39
Region Total	5467	6064	40-60	39-61	9	12	11
% Total	20.1	18.6					
Southwest Region							
Bolingbrook	1.4	3.1	45-55	41-59	154	197	177
Downers Grove	27.1	24.7	40-60	42-58	19	12	15
Lemont	.7	1.0	39-61	37-63	67	85	78
Lisle	11.7	11.2	39-61	39-61	19	23	21
Naperville	35.0	38.6	37-63	39-61	49	34	39
Westmont	10.6	9.4	39-61	40-60	13	11	12
Woodridge	13.5	12.0	42-58	41-59	11	14	13
Region Total	7698	9729	39-61	40-60	30	24	26
% Total	28.3	29.8					
Outside Dist. %	8.3	8.2	45-55	42-58	13	26	20
C.O.D. Total	27163	32619	41-59	41-59	20	20	20

* See Table 19 for actual N's
\+ Determine actual N before making decision based on percentage

TABLE 19

Gender Enrollment/Market Share - RESIDENCE COMMUNITY
(Fall Term)

Residence Community/Region	1986 Male	1986 Female	1986 Total	1986 Share*	1987# Total	1987# Share*	1988 Male	1988 Female	1988 Total	1988 Share*	1989 Male	1989 Female	1989 Total	1989 Share*
North Region														
Addison	486	593	1079	4.4	1048	5.2	481	580	1061	5.2	550	644	1194	5.8
Bartlett	16	21	37	--	51	.5	25	26	51	.5	28	26	54	.5
Bensenville	166	200	366	2.8	405	3.4	184	241	425	3.5	240	274	514	4.3
Bloomingdale	189	230	419	4.0	448	5.0	182	274	456	5.6	233	322	555	5.8
Carol Stream	309	398	707	5.7	774	5.0	394	533	927	6.0	410	573	983	5.3
Glen Ellyn	826	1020	1846	9.4	1952	11.0	816	1155	1971	11.3	854	1231	2085	12.0
Glendale Heights	407	496	903	4.7	906	5.6	448	599	1047	6.5	486	588	1074	6.6
Hanover Park	48	91	139	--	186	.9	104	135	239	1.2	103	133	236	1.2
Itasca	107	123	230	3.9	233	4.6	100	144	244	4.9	103	133	236	4.7
Lombard	739	1103	1842	6.1	1855	6.6	816	1192	2008	7.2	873	1182	2055	7.4
Roselle	167	236	403	3.4	441	3.3	182	292	474	3.5	204	287	491	3.6
Warrenville	137	221	358	6.1	464	6.8	173	300	473	6.9	187	304	491	6.3
West Chicago	298	377	675	6.5	718	7.5	332	425	757	7.9	330	450	780	8.1
Wheaton	872	1314	2186	6.1	2345	6.9	1035	1504	2539	7.5	1121	1569	2690	8.0
Winfield	107	153	260	9.3	290	9.4	135	190	325	10.6	154	181	335	9.3
Wood Dale	158	153	311	3.3	296	3.7	158	178	336	4.2	150	218	368	4.6
Region Total	5032	6729	11761	5.5	12412	5.3	5565	7768	13333	5.7	6026	8115	14141	6.1

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TABLE 19 (Continued)

Gender Enrollment/Market Share - RESIDENCE COMMUNITY
(Fall Term)

Residence Community/Region	1986 Male	1986 Female	1986 Total	1986 Share*	1987# Total	1987# Share*	1988 Male	1988 Female	1988 Total	1988 Share*	1989 Male	1989 Female	1989 Total	1989 Share*
East Region														
Brookfield	71	83	154	--	164	1.1	78	86	164	1.1	62	96	158	1.1
Burr Ridge	32	71	103	3.3	97	2.4	49	91	140	3.5	51	105	156	3.3
Clarendon Hills	104	202	306	5.4	340	6.7	127	239	366	7.3	137	229	366	7.3
Countryside	53	57	110	2.0	113	2.2	53	67	120	2.3	56	57	113	2.2
Darien	219	304	523	4.3	577	5.2	260	366	626	5.6	249	346	595	5.4
Elmhurst	499	697	1196	3.3	1199	3.6	531	726	1257	3.9	518	797	1315	4.1
Hinsdale	285	470	755	5.5	759	6.3	289	477	766	6.3	273	467	740	6.1
Indianhead Park	17	26	43	1.8	46	1.5	14	30	44	1.7	10	24	34	1.2
La Grange	161	242	403	3.2	393	3.4	178	250	428	3.6	182	247	429	3.7
La Grange Park	77	122	199	3.2	194	1.8	80	145	225	2.1	82	138	220	2.1
Oak Brook	102	224	326	5.9	308	5.9	120	228	348	6.6	99	236	335	5.0
Oakbrook Terrace	10	28	38	2.0	44	2.3	11	26	37	2.0	13	19	32	1.7
Villa Park	392	487	879	4.6	787	4.7	397	535	932	5.6	452	589	1041	6.2
Western Springs	80	150	230	2.2	245	2.6	108	156	264	2.9	97	164	261	2.8
Willowbrook	61	108	169	4.1	196	4.0	74	124	198	4.1	96	153	249	3.7
Willow Springs	18	15	33	--	29	1.0	14	15	29	1.0	7	13	20	.7
Region Total	2181	3286	5467	3.8	5485	3.6	2383	3561	5944	3.8	2384	3680	6064	3.9

TABLE 19 (Continued)

Gender Enrollment/Market Share - RESIDENCE COMMUNITY BY SEX -
(Fall Term)

Residence Community/Region	1986 Male	1986 Female	1986 Total	1986 Share*	1987# Total	1987# Share*	1988 Male	1988 Female	1988 Total	1988 Share*	1989 Male	1989 Female	1989 Total	1989 Share*
Southwest Region														
Bolingbrook	49	61	110	--	161	.7	85	80	165	.7	124	181	305	1.3
Downers Grove	836	1253	2089	5.9	2211	7.2	888	1357	2245	6.9	997	1404	2401	7.6
Lemont	21	33	54	--	66	1.6	33	70	103	2.6	35	61	96	2.4
Lisle	356	547	903	8.0	1000	8.6	410	637	1047	9.1	422	671	1093	8.2
Naperville	985	1706	2691	7.7	3088	6.6	1204	2132	3336	7.1	1467	2284	3751	7.1
Westmont	321	498	819	5.9	854	5.4	384	554	938	5.9	364	554	918	5.8
Woodridge	430	602	1032	5.6	991	5.8	428	610	1038	6.1	478	687	1165	6.8
Region Total	2998	4700	7698	6.6	8371	5.3	3432	5440	8872	5.6	3887	5842	9729	6.2
Outside District	1004	1233	2237		2622		1296	1595	2891		1136	1549	2685	
C.O.D. Total	11215	15948	27163	4.6	28890	5.6	12676	18364	31040	6.0	13433	19186	32619	5.5

\# Gender by community data unavailable

* An estimate of those 18+ by community based on the assumption that the age distribution by municipality was the same as 1980 but revised according to the total population shift since then

Source: MIS 7010 #66

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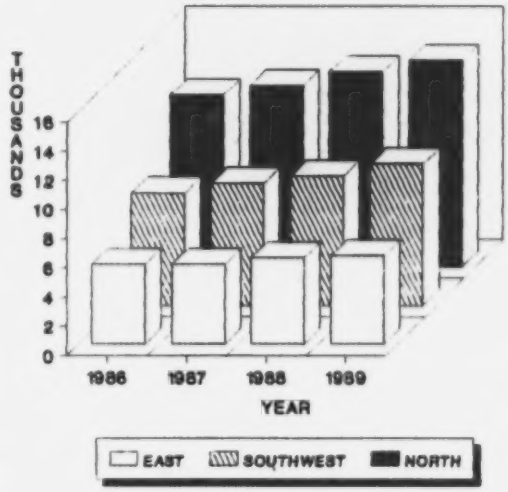
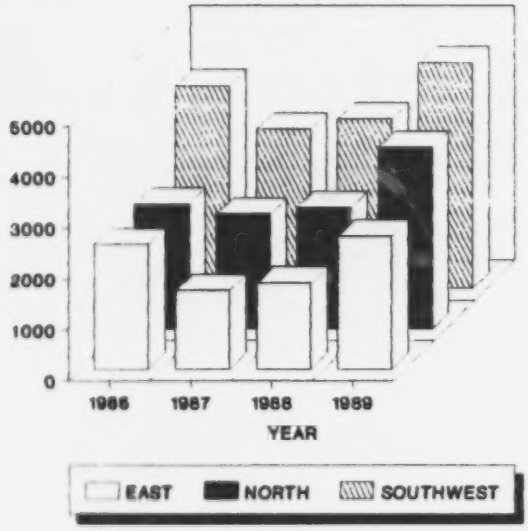
FIGURE 10

PLACE OF RESIDENCE BY REGION
FALL 10TH DAY



VS.

SEATCOUNT BY REGION
(SATELLITE ENROLLMENT ONLY)
FALL 10TH DAY



PREVIOUS HIGH SCHOOL

Introduction

How many C.O.D. students attended a District 502 high school? What proportion of the college-bound high school graduates enroll at C.O.D.? These questions are of real importance to college officials as they determine their feeder sources and the college's drawing power against other higher education competitors. The data is available by individual high school but, for purposes of this profile, has been aggregated into summary categories. Because graduation year is not included, remember the statistics only represent attendance, not recentness of graduation.

Observations and Highlights

- In 1989 only 43% of the student body had attended a public or private high school within District 502 boundaries. The remaining 57% went to high school out-of-district, state or country. (20)

- Thirty percent came from out-of-district and 11% attended out-of-state high schools. (20)

- The number of foreign students attending on an I20 visa has doubled since 1986 while foreign students with permanent residence status has increased 61% in the same time. Together they constitute 5% of the student body in 1989. (20)

- Students entering the college with a G.E.D. certificate now represent 2% of all students. (20)

- There is a presumption, currently undocumented, that a pronounced in-migration to DuPage County throughout the 1980's produced this profile of a minority attending district high schools. Younger students are more likely to have attended District high schools while older students went to high school elsewhere.

- C.O.D. attracted a greater proportion of males from district public high schools but more females from private high schools. It can't be assumed that all are newly graduated seniors so don't conclude the converse that more public school females and private school males choose universities. (20)

- Except for 1988, foreign males outnumber foreign females by a 3:2 ratio which is directly opposite of the total college male-female split. However, among permanent resident foreigners, females exceed males 3:2. (20)

- About one-third of students who attended high school out-of-state were male. (20)

- Since 1986, the number of G.E.D. holders have increased 48%.

- Almost one of every ten students at C.O.D. has no high school diploma and the number of these students has gone up 21% since 1986. The proportion of males without a high school degree has risen over twice as fast as females. (20)

- In 1988, three of every ten college-bound seniors from District 502 high schools enrolled at C.O.D. (22)

- Proportionally twice as many public school college-bound graduates go to C.O.D. as private school students. (22)

- A higher proportion of private high school students go on to college but a smaller proportion select C.O.D. while the converse is true for public high schools. (22)

- The number of high school graduates is increasing each year, a greater percentage of them are going to college, and C.O.D. is drawing a greater proportion of the college-bound. (22)

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Key Implications/Issues

- Should more marketing/articulation efforts be focused on attracting private high school students?

- Does C.O.D. have appropriate programs and sufficient resources to serve the increasing number of students who enter without a complete high school education? Do the courses they seek require a high school level of education?

- Should there be more articulation between C.O.D. and high school faculty to smooth student transition to the college?

- What impact will the state-mandated admissions criteria in Fall 1993 have on C.O.D. policies and procedures?

- Should the 12th Year Option for high school students be promoted for students who do not ultimately plan to seek a Bachelor's degree?

- What are the number of students currently in the District 502 elementary and secondary school pipeline?

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TABLE 20

Proportion Headcount Changes - PREVIOUS HIGH SCHOOL
(1986 vs. 1989)

Previous High School	% Total		M-F Ratio (%)		% Change '86-'89+		
	86*	89*	86*	89*	Male	Female	Total
Public H. S. (Dist)	40.9	39.7	47-53	47-53	15	18	17
Priv. H. S. (Dist)	3.3	3.2	42-58	41-59	13	18	16
Foreign - I20	.1	.2	68-32	62-38	74	127	91
Foreign - Perm.	3.5	4.7	41-59	43-57	69	56	61
Out Dist. H. S.	29.0	29.9	37-63	36-64	21	25	24
Out State H. S.	12.0	10.8	34-66	34-66	9	8	8
No H. S.	9.4	9.5	39-61	42-58	32	14	21
G. E. D.	1.8	2.0	39-61	39-61	48	48	48
Total N	27163	32619	41-59	41-59	20	20	20

* See Table for actual N's
\+ Determine actual N before making decision based on percentage

TABLE 21

Total Gender Enrollment - PREVIOUS HIGH SCHOOL
(Fall Term)

Previous High School	1986			1987			1988			1989		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Public H.S. (Dist)	5245	5875	11120	5432	6209	11641	5597	6591	12188	6042	6912	12954
Private H.S. (Dist)	381	524	905	379	626	1005	433	600	1033	429	616	1045
Foreign - I20	23	11	34	36	25	61	31	32	63	40	25	65
Foreign - Perm	388	566	954	410	591	1001	492	743	1235	656	882	1538
Out - Dist H.S.	2914	4976	7890	3055	5251	8306	3511	6050	9561	3511	6239	9750
Out - State H.S.	1103	2158	3261	1218	2188	3406	1145	2236	3381	1198	2330	3528
No H.S.	991	1573	2564	1228	1741	2969	1227	1758	2985	1306	1789	3095
G.E.D.	170	265	435	196	261	457	240	354	594	251	393	644
Unknown				18	26	44						
Total	11215	15948	27163	11972	16918	28890	12676	18364	31040	13433	19186	32619

Source: MIS 7010 #64

NOTE: Select only District public/private H.S. out first. All others collapsed to Out-District

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TABLE 22

Attracting District 502 High School Seniors

District High School	1986 Total Grads	1986 % To College	1986 % College Bound To C.O.D.	1987 Total Grads	1987 % To College	1987 % College Bound To C.O.D.	1988 Total Grads	1988 % To College	1988 % College Bound To C.O.D.
Public High School	9582	69.8	31.3	9800	72.9	32.8	10241	76.3	32.3
Private High School	1224	94.6	11.9	1269	94.2	15.1	1255	94.2	15.8
Total	10806	72.6	28.5	11069	75.3	30.2	11496	78.2	30.1

Source: Admissions Office

PREVIOUS COLLEGE

Introduction

The traditional view of the path to formal education is linear from kindergarten to the doctorate. Each level is a plateau which serves both as a goal to be attained and a foundation to start the next level. During the 1980's this linear flow has been altered. Such factors as increased mobility, greater affluence, career changes, aggressive college marketing, etc., has produced both horizontal and reverse migration patterns.

Prior to 1989, C.O.D. only determined whether a student had attended another college if they petitioned for transcript evaluation as part of graduation requirements. Starting in 1989, each student was asked to indicate any previous college attended during registration each term. Table 23 reports the first results.

Observations and Highlights

- The number of self-reported attendees at another college is too preliminary to draw meaningful conclusions. (23)
- Among students who previously attended another Illinois 2-Year college, 39% were male and 61% were female. (23
- Among students who previously attended an Illinois 4-Year college or university before coming to C.O.D., 70% were female. (23)
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Key Implications/Issues

- What do the 'reverse migration' students look like and why have they chosen C.O.D.?
- What can be done to improve communication and articulation both ways between two and four year collegiate institutions in Illinois to benefit C.O.D. students?
- Is the reverse migration more pronounced in the summer? How does/should this phenomena influence curricular offerings each term?
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TABLE 23

Total Gender Enrollment - PREVIOUS COLLEGE+

Previous College	Male		Female		Total	
	N	% Total	N	% Total	N	% Total
1989						
Ill 2-Yr College	12	38.7	19	61.3	31	.1
Ill 4-Yr College	7	30.4	16	69.6	23	.1
Out-Of-State	10	35.7	18	64.3	28	.1
Foreign College			1	100	1	--
Non-Transfer			2	100	2	--
Unknown	13404	41.2	19130	58.8	32534	99.7
Total	13433	41.2	19186	58.8	32619	

+ Self report at registration. Prior year data unavailable
Source: MIS 7010 #56

HIGHEST EDUCATION

Introduction

Along with the traditional notion that the educational path is linear (see Previous College) there is also the related belief that once a plateau was reached people would not regress to again seek education at a lower level. This too has changed as people seek life-long intellectual challenge, make career changes, and place education at a different priority level in their lives.

Prior to 1988, C.O.D. did not ask students to report their highest level of formal education. In order to identify and track the educational needs of students with all levels of formal education who attend C.O.D., students are asked to report this data during each registration period. Tables 24 and 25 present the findings for the past two years.

Observations And Highlights

- In 1989, 20% of the students attending C.O.D. already had an Associate Degree or higher. (24)

- There were 3750 students who had a Bachelor's degree, 1244 who held a Master's degree, and 180 with an earned doctorate taking C.O.D. courses in 1989. (25)

- Over 1000 students attending C.O.D. have less than a complete high school education. (25)

- Among students taking credit courses, there was a fairly even distribution of males and females who entered with less than a high school diploma.

- In credit courses, females outnumber males about 3:2 at every education level through the Bachelor degree. At the Masters level, the sex distribution approaches equality but 70% of all persons holding Doctorates are male. (24)

- In non-credit classes, except for education below high school, females outnumber males 3:1 up through the Bachelor's level. As with credit enrollment the sex ratio is equal for those holding Masters and 70% of the Doctorates are male. (24)
-
-
-

Key Implications/Issues

- What is attracting persons with equivalent or advanced degrees beyond the Associate to enroll at C.O.D.?

- Does the greater proportion of males relative to females holding advanced degrees who attend C.O.D. mirror what exists in the population?

- Should the college be target marketing to university graduates?

- Why are students with less than a complete high school education enrolling in increasing numbers and is the college meeting their needs?
-
-
-

TABLE 24

Proportion Headcount Changes - HIGHEST EDUCATION

High Education Level	% Total 1988	% Total 1989	M-F Ratio (%) '89 Cred	M-F Ratio (%) '89 N-Cred	% Change 1988-89+ Male	% Change 1988-89+ Female	% Change 1988-89+ Total
Below H.S.	2.8	3.1	47-53	51-49	22	8	15
H.S. Graduate	63.3	63.1	43-57	24-76	5	5	5
Assoc. Degree	4.6	4.1	39-61	24-76	-8	-8	-8
Bachelor Degree	10.9	11.5	39-61	29-71	10	12	11
Master Degree	3.4	3.8	47-53	50-50	11	21	17
Doctorate	.6	.6	70-30	70-30	6	-1	2
No Report/Miss	14.4	13.8	47-53	28-72	6	-1	2
Total N	31040	32619	43-57	30-70	6	5	5

See Table 25 for actual N's

+ Determine actual N before making decision based on percentage

TABLE 25
Total Gender Enrollment - HIGHEST EDUCATION+

Highest Education Level	Male			Female			Total		
	Credit	N-Cred	Total	Credit	N-Cred	Total	Credit	N-Cred	Total
1988									
Below H. S.	219	188	407	243	232	475	462	420	882
H. S. Graduate	7757	343	8100	10588	958	11546	18345	1301	19646
Assoc. Degree	468	60	528	750	161	911	1218	221	1439
Bachelor Degree	948	279	1227	1518	628	2146	2466	907	3373
Master Degree	361	131	492	388	188	576	749	319	1068
Doctorate	71	49	120	33	22	55	104	71	175
No Report/Miss.	1281	521	1802	1810	845	2655	3091	1366	4457
Total	11105	1571	12676	15330	3034	18364	26435	4605	31040
1989									
Below H. S.	268	228	496	297	217	514	565	445	1010
H. S. Graduate	8189	333	8522	10994	1072	12066	19183	1405	20588
Assoc. Degree	444	44	488	699	137	836	1143	181	1324
Bachelor Degree	1069	283	1352	1687	711	2398	2756	994	3750
Master Degree	402	144	546	456	242	698	858	386	1244
Doctorate	79	47	126	34	20	54	113	67	180
No/Report/Miss.	1571	332	1903	1775	845	2620	3346	1177	4523
Total	12022	1411	13433	15942	3244	19186	27964	4655	32619

73 + Self report at registration. Credit status determined by majority of course load
Source: MIS 7010 #12

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VETERAN

Introduction

The G.I. Bill provided an opportunity for many military veterans and their dependents to enroll in higher education. In previous years it was very important to identify and track students utilizing veteran's assistance money to further their education. Just how many students at C.O.D. classify themselves as Veteran? Is the college meeting their needs?

Observations And Highlights

- Over the past 4 years between 210 and 240 students (1%) reported they were veterans. (26)

- Almost 9 of every 10 veterans were male. (26)

-
-
-

Key Implications/Issues

- Do veterans have unique educational needs and, if so, is C.O.D. meeting them?

-
-
-

TABLE 26

Total Gender Enrollment - VETERAN
(Fall Term)

Veteran	Total Headcount		
	Veteran	Non-Vet	Total
1986			
Male	179	11036	11215
Female	31	15917	15948
Total N	210	26953	27163
1987			
Male	177	11795	11972
Female	34	16884	16918
Total N	211	28679	28890
1988			
Male	190	12486	12676
Female	30	18334	18364
Total N	220	30820	31040
1989			
Male	211	13222	13433
Female	27	19159	19186
Total N	238	32381	32619

Source: MIS 7010 #46

ENROLLMENT STATUS
(FIRST TIME VS. RETURNING)

Introduction

A number of important marketing, orientation, and student retention decisions require information about student enrollment status, e.g., the number of first-time and returning students. Knowing how many students are entering C.O.D. for the first time vs. those who have attended this college before provides insight into the changing nature of the clientele. Have the number of first-time students gone up, stabilized, or gone done over the years? Does enrollment status vary by campus? By gender? By class load? Answers to these and related questions tell the college about its attraction and retention capability.

The community college system also tracks this information so it is revealing to compare C.O.D. statistics with those collected by ICCB. Table 27 presents the comparison. There are some differences in definitions that should be noted. ICCB considers a student as first-time if they have not previously attended any college or only attended summer school prior to the term being reported. C.O.D. first-time students refer to first quarter of enrollment at C.O.D. Prior college experience at other institutions is ignored for this purpose. All other C.O.D. students are considered as returning (continuing). ICCB segments all non-first time students into 3 categories: (1) Transfer - entering a college with 12+ academic hours earned at another institution, (2) Continuing - enrolled the previous term and attending on an ongoing basis and (3) Readmit - previously enrolled but not during the immediate preceding term.

Highlights And Observations

- Systemwide, first-time enrollees have been 34% of all credit students since 1986. (27)

- Systemwide, continuing students constitute over 43% of all two-year college credit enrollment but it has declined slightly since 1986. (27)

- Systemwide. the number of transfer students has gone up 32% since 1986 but it is only 4% of the total credit student enrollment. This is probably an underestimation because not all community colleges identify and report them. (27)

- Systemwide, almost 1 in every 5 credit students was readmitted after stopping out for the previous term. (27)

- Combining all Returning categories, the system went up 3% since 1986 while C.O.D. had a 16% increase in Returning students. C.O.D. is drawing its students back, be it continuous or intermittant return, far better than the community college system. (27)

- In 1989, just over 29% of all students were enrolling at C.O.D. for the first time and 62% were coming back. (Nine percent could not be classified but assume they were distributed in the same proportions). This would make 1 of every 3 student walking through the doors a brand new student. (29)

- First-time students in 1989 produced 36% of the FTES with 29% of the headcount. (29)

- Among first-timers, males were 46% of the headcount. They occupied 48% of the seats and generated 49% of all FTES produced by first-time students. (29)

- Since 1986, first-time students have declined -3% although this masks the fact that first-time males rose 4% while first-time females dropped -8%. Further, first-time males occupied 15% more seats and generated 26% more FTES compared to 1% and 20% respectively for first-time females. (29)

- First-time females generated 20% more FTES in 1989 vs. 1986 even though there were 457 fewer students. (29)

- Two-thirds of the class of 1989 (62%) were returning students. Sixty percent of them were females but they only generated 55% of the FTES produced by returning students. Returning males were carrying bigger loads but females produced more FTES based on sheer numbers. (29)

- While first-time headcount dropped -3% between 1986 and 1989 returning headcount rose 16%. (29(

- Both first-time and returning students created 23% more FTES over 1986 but there were gender differences. First-time males are producing 26% more FTES compared to 20% gain for returning males. Among females the pattern was just reversed. Thus, among first-timers, males appear to take the larger credit loads while females take more load among returning students. (29)

- Among only first-time students 74% of the occupied seats and 77% of the FTES they produced in 1989 were on Central campus. Among only returning students, 68% of the occupied seats and 74% of the FTES were on Central campus. (29) (Graphic)

- The first-time male-female split on Central was even while first-time females occupied 57% of the Open Credit Seats. (29)

- On Open campus, both new and returning credit students occupy about 25% of their respective total seatcounts. (29)

- On Central campus, there is an even male-female distribution (50-50) among first-timers while returning females occupy more seats (46-54). (29)

- On Open campus, females dominate among both first-timers (43-57) and returning students (38-62). (29)

- On Central campus between 1986 and 1989, first-time seatcount increased 18% while returning seatcount rose 20%. Contrast this with Open campus credit seatcount which went up 36% among first-timers and 30% for returnees. (29)

- Essentially Central campus grew about 20% in both seatcount and FTES for both new and returning students since 1986. (29)

- Open campus first-time students occupied 36% more seats and generated 36% more FTES than in 1986. This is twice the growth rate experienced by first-time students on Central campus. (29)

- In Open campus, returning students occupied 30% more seats in 1989 which was half again as large as the growth rate among Central campus returning students. Open shows the more rapid growth rate relative to its base. (29)

- In 1989, among first-time students, 34% were full-time and 66% were part-time. Forty six percent of all first-timers were part-time females. (28)

- In 1989, among returning students, 22% were full-time. Of all returning students 49% were part-time females. (28)

- College wide in 1989, 12% of the student body were full-time males, 12% were full-time females, 29% were part-time males, and 47% were part-time females. (28)

- Among first-time enrollees, 18% are full time males in 1989 vs 12% in 1986. Keep the N in mind, however. There is actually a gain in part-time male headcount in 1989 vs 1986 even though the proportion declined, e.g., 29% of 20122 students is larger than 31% of 17285 students. (28)

- The growth trend proportionally has been toward more full-time students be they first-time or returning. Males have a slight edge as full-time students but females clearly dominate among part-timers. First-time students are more likely to be full-time while returning students tend to be part-time.

<u>Key Implications/Issues</u>

- What attracts students to initially attend C.O.D. and why do they return?

- What accounts for the male-female differentials among new and returning students collegewide and by campus?

- Are there differential forces at work to both attract and retain students within the credit and non-credit curricula?

- What will the trend toward increasing numbers of returning students only attending part-time have for resource planning/allocation?

- Should the college identify/track returning students as continuous vs aperiodic (readmit)?

TABLE 27

C.O.D. vs. ICCB Enrollment - ENROLLMENT STATUS (%)*
(Fall - 10th Day)

Enrollment Status	1986 C.O.D.	1986 ICCB	1989 C.O.D.	1989 ICCB	% Chg '86-'89 C.O.D.	% Chg '86-'89 ICCB
First Time	36.4	34.6	29.4	34.3	-2.9	1.1
Continue(Return)	63.6	44.9	61.7	43.5	16.4	-1.1
Transfer		3.3		4.3		31.8
Readmit		17.2		17.9		6.2
Other/Unk	(3)#		8.9			
Total N	27163	334884	32619	341773	20.1	2.0

* C.O.D. percentages are based upon total enrollment while ICCB percentages reflect credit students only.

Source: "Student Enrollment Data And Trends In the Public Community Colleges Of Illinois: Fall 1989", ICCB, Springfield Ill., January 1990.

\# Actual number of students

TABLE 28

CLASS LOAD BY ENROLLMENT STATUS (%)*

Gender/ Class Load	1986 First Time	1986 Enroll Status Return	1986 Enroll Status Unk	1986 Enroll Status Total	1989 First Time	1989 Enroll Status Return	1989 Enroll Status Unk	1989 Enroll Status Total
F-T Male	12	10		11	18	11		12
F-T Female	12	8		9	16	11		12
P-T Male	30	31		31	28	29	33	29
P-T Female	46	51	100	49	38	49	67	47
Total N	9875	17285	3	27163	9591	20122	2906	32619

*See Table 31 for actual N's

TABLE 29

Proportion Seatcount Changes - ENROLLMENT STATUS
(1986 vs. 1989 - Fall 10th Day)

	Central		Open			C.O.D.		
Enrollment Status	Credit Seats	FTES	N-Cred Seats#	Credit Seats	FTES	Head	Seats	FTES
First Time								
% Campus Total								
1986*	37.2	37.7	46.6	33.8	32.6	36	37	36
1989*	36.9	37.2	2.9	34.8	33.8	29	33	36
% All First Time								
1986*	67.1	79.2	12.9	20.0	20.8			
1989*	73.8	77.0	.9	25.3	23.0			
M/F Ratio (%)								
1986*	49-51	50-50	35-65	40-60	40-60	42-58	45-55	48-52
1989*	50-50	51-49	28-72	43-57	43-57	46-54	48-52	49-51
% Change '86-'89+								
Male	21	22	-94	49	45	4	15	26
Female	15	17	-92	28	29	-8	1	20
Total	18	20	-93	36	36	-3	7	23
Returning								
% Campus Total								
1986*	62.8	62.3	53.4	66.2	67.4	64	63	64
1989*	63.1	62.8	41.7	65.2	66.2	62	62	64
% All Returning								
1986*	67.7	75.3	8.9	23.4	24.7			
1989*	67.7	74.3	6.8	25.5	25.7			
M/F Ratio (%)								
1986*	47-53	49-51	28-72	37-63	38-62	41-59	43-57	46-54
1989*	46-54	47-53	24-76	38-62	38-62	40-60	42-58	45-55
% Change '86-'89+								
Male	18	19	-20	31	27	15	18	20
Female	21	25	-3	30	29	17	21	26
Total	20	22	-8	30	28	16	20	23

Note: See Table 7 for campus total statistics
* See Table 30 for actual N's
\+ Determine actual N before making decisions based on percentage
#.....A very large proportion of non-credit students could not be identified as "new" or "returning" in college records. No assumption can be made how these students would proportion among the categories.

TABLE 30
Total Gender Enrollment - ENROLLMENT STATUS
(Fall - 10th Day)

Sex/ Enrollment Status	Central Credit Seats	Central FTES	Open Seats N-Cred	Open Seats Credit	Open FTES	C.O.D. Total Head#	C.O.D. Total Seats	C.O.D. FTES
1986								
First-Time								
Male	6225	1690.6	844	1488	357.2	4190	8557	2047.8
Female	6453	1710.7	1597	2282	536.5	5685	10332	2247.1
Total	12678	3401.3	2441	3770	893.7	9875	18889	4294.9
Returning								
Male	10031	2743.3	770	2764	701.5	7025	13565	3444.7
Female	11338	2885.2	2026	4622	1146.8	10260	17986	4032.0
Total	21369	5628.5	2796	7386	1848.3	17285	31551	7476.7
Unknown								
Male								
Female			2	2	.5	3	4	.5
Total			2	2	.5	3	4	.5
Total N								
Male	16256	4433.9	1614	4252	1058.7	11215	22122	5492.5
Female	17791	4595.9	3625	6906	1683.8	15948	28322	6279.6
Total	34047	9029.7	5239	11158	2742.4	27163	50444	11772.2
1987								
First-Time								
Male	6865	1852.2	85	1829	431.8	3912	8779	2284.0
Female	7275	1933.1	180	2500	600.2	4872	9955	2533.3
Total	14140	3785.3	265	4329	1032.0	8784	18734	4817.3
Returning								
Male	10155	2750.7	651	2955	730.0	6959	13761	3480.7
Female	11863	3064.9	1697	4819	1180.1	10167	18379	4245.0
Total	22018	5815.6	2348	7774	1910.1	17126	32140	7725.7
Unknown								
Male	20	5.2	1212	5	1.3	1101	1237	6.5
Female	8	2.3	2133	11	2.5	1879	2152	4.8
Total	28	7.5	3345	16	3.8	2936	3389	11.3
Total N								
Male	17040	4608.1	1948	4789	1163.1	11972	23777	5771.2
Female	19146	5000.3	4010	7330	1782.8	16918	30486	6783.1
Total	36186	9608.4	5958	12119	2945.8	28890	54263	12554.3

TABLE 30 (Continued)
Total Gender Enrollment - ENROLLMENT STATUS
(Fall - 10th Day)

Sex/ Enrollment Status	Central Credit Seats	Central FTES	Open Seats N-Cred	Open Seats Credit	Open FTES	C.O.D. Total Head#	C.O.D. Total Seats	C.O.D. FTES
1988								
First-Time								
Male	7386	1982.4	88	2100	487.2	4203	9574	2469.6
Female	7508	1986.1	162	3068	714.9	5313	10738	2701.0
Total	14894	3968.5	250	5168	1202.1	9516	20312	5170.6
Returning								
Male	10645	2893.8	603	3167	787.8	7321	14415	3681.6
Female	13002	3343.0	1699	5736	1389.0	11106	20437	4732.0
Total	23647	6236.8	2302	8903	2176.8	18427	34852	8413.6
Unknown								
Male			1283			1152	1283	
Female			2217			1945	2217	
Total			3500			3097	3500	
Total N								
Male	18031	4876.2	1974	5267	1275.0	12676	25272	6151.2
Female	20510	5329.1	4078	8804	2103.9	18364	33392	7433.0
Total	38541	10205.3	6052	14071	3378.9	31040	58664	13584.2
1989								
First-Time								
Male	7527	2056.7	50	2217	517.9	4363	9794	2574.6
Female	7433	2007.2	127	2920	694.0	5228	10480	2701.2
Total	14960	4063.9	177	5137	1211.9	9591	20274	5275.8
Returning								
Male	11824	3255.2	615	3619	891.6	8099	16058	4146.7
Female	13769	3599.3	1963	6001	1478.4	12023	21733	5077.7
Total	25593	6854.5	2578	9620	2370.0	20122	37791	9224.4
Unknown								
Male			1102			971	1102	
Female			2329			1935	2329	
Total			3431			2906	3431	
Total N								
Male	19351	5311.9	1767	5836	1409.5	13433	26954	6721.3
Female	21202	5606.5	4419	8921	2172.4	19186	34542	7778.9
Total	40553	10918.4	6186	14757	3581.9	32619	61496	14500.3

Source: MIS 7010 #04 and #14

TABLE 31
Total Gender Headcount By Class Load - ENROLLMENT STATUS
(FAll - 10th Day)

Class Load	Enroll Status: First Time	Return	Unknown	Total
1986				
Full Time				
Male	1231	1652		2883
Female	1166	1443		2609
Total	2397	3095		5492
Part Time				
Male	2959	5373		8332
Female	4519	8812	3	13339
Total	7478	14185	3	21671
Total				
Male	4190	7025		11215
Female	5685	10260	3	15948
Total	9875	17285	3	27163
1987				
Full Time				
Male	1376	1592		2968
Female	1330	1601		2931
Total	2706	3193		5899
Part Time				
Male	2536	5367	1101	9004
Female	3542	8566	1879	13987
Total	6078	13933	2980	22991
Total				
Male	3912	6959	1101	11972
Female	4872	10167	1879	16918
Total	8784	17126	2980	28890

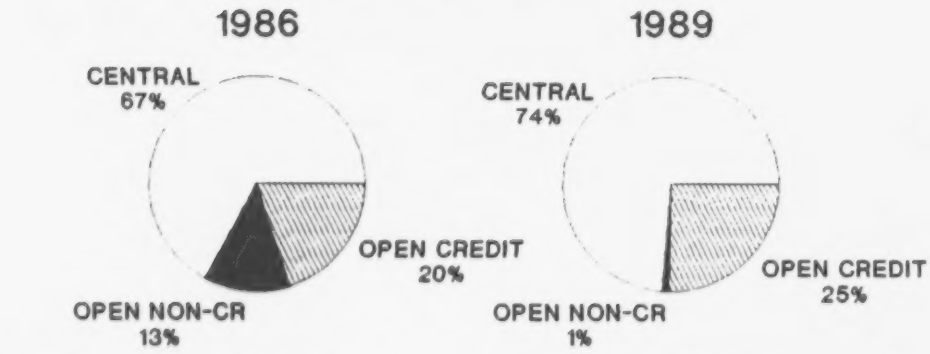
Class Load	Enroll Status: First Time	Return	Unknown	Total
1988				
Full Time				
Male	1663	1984		3647
Female	1523	2067		3590
Total	3186	4051		7237
Part Time				
Male	2540	5337	1152	9029
Female	3790	9039	1945	14774
Total	6330	14376	3097	23803
Total				
Male	4203	7321	1152	12676
Female	5313	11106	1945	18364
Total	9516	18427	3097	31040
1989				
Full Time				
Male	1708	2296		4004
Female	1572	2272		3844
Total	3280	4568		7848
Part Time				
Male	2655	5803	971	9429
Female	3656	9751	1935	15342
Total	6311	15554	2906	24771
Total				
Male	4363	8099	971	13433
Female	5228	12023	1935	19186
Total	9591	20122	2906	32619

Source: MIS 7010 #14
Note: Because student load is comprised of all courses regardless of campus, it is not possible to obtain unduplicated headcounts by campus for this table.

FIGURE 11

NEW AND RETURNING STUDENTS
1986 VS. 1989 (FALL 10TH DAY)

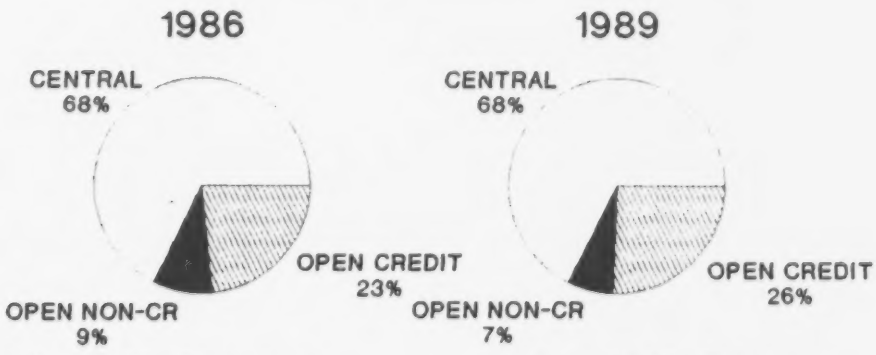
NEW STUDENTS



Total N = 18,889 Seatcount
(4 Unidentified)

Total N = 20,274 Seatcount
(3,431 Unidentified)

RETURNING STUDENTS



Total N = 31,551 Seatcount

Total N = 37,791 Seatcount

Large proportion non-credit students
could not be identified as "new" or "returning"

CLASS LOAD
(FULL VS. PART-TIME)

Introduction

One of the major criteria a college uses to plan its services for students involves the class load each student carries. The number of credit hours a student enrolls for each term broadly classifies them as either full- or part-time in pursuit of their educational goal. This helps the college track each student's progress and estimate completion. It also provides information for governance decisions involving staffing, program evaluation, resource allocation, facilities planning, enrollment forecasting, etc.

What distinguishes a full-time vs. part-time student? On the surface this appears deceptively simple. In actuality there are 3 different definitions and each is equally legitimate in its context. The college catalog defines "full-time" as..."carrying a minimum of 12 quarter (credit) hours." This is also the criteria used for federal financial aid consideration. Most college decisions involve knowledge of FTES (Full-Time Equivalent Student) because state revenue is distributed on this basis. It is also the standard for both intra- and inter-college comparisons. It takes 15 credit hours to produce one FTES. This is the standard upon which "Full-Time" is defined throughout this entire document. Finally, to graduate with the required 96 quarter hours within two academic years a full-time student would have to carry 16 credit hours each term.

Observations And Highlights

- Systemwide, 3 of every 10 credit students is attending full-time. Since 1986 the number of full-time students has risen just over 7% while the number of part-time credit students has remained constant. (32)

- At C.O.D. in 1989, 24% of the total head count was full-time. They occupied 45% of all seats and generated 53% of the college FTES. (33)

- Between 1986 and 1989, the number of full-time students rose 43%. Full-time females increased 47% to 39% for full-time males during this time. (33) (Graphic)

- In 1989, the male-female ratio among full-timers was 51-49%. (33)

- In 1989, the average seats occupied per full-timer was 3.5 compared to 1.9 collegewide. The average full-time student is carrying a four-class load, which has been consistent since 1986. Thus, college growth has come from more students carrying the same load rather than students carrying bigger loads overall. (34)

- Part-time students make up 76% of the student body headcount yet generate just 47% of the FTES. (33)

- Among part-timers, the male-female split is 38-62%. (33)

- While the number of full-time students has grown 43% since 1986, the number of part-timers has risen 14%. Even though the growth rate has been less, part-timers still outnumber full-timers 3:2. (33)

- Part-time students average 1.4 classes per person in 1989. (34)

- The average credit load for full-timers is 15 vs. 4 for part-timers. This means it takes almost four part-timers to generate equivalent FTES revenue to a full-timer on average.

- On Central campus, full-timers occupy 59% of the seats and generate 62% of the campus FTES. Central campus part-timers produce the rest. (33)

- Full-time Central campus students occupy 86% of all seats filled by full-time students throughout the college. They also generate 87% of all FTES produced by full-timers. Their male-female ratio is 52-48%. (33)

- Full-time students on Central campus occupied 37% more seats and generated 37% more FTES in 1989 than 1986. During this same time, Central campus as a whole rose 19%. Part-timers on Central campus remained the same during this period so all Central campus growth was due solely to the increase in full-time students. (33)

- Part-time students occupy 41% of the seats and generate 38% of the FTES on Central campus. The male-female split is 42-58 compared to 52-48 for full-timers on Central. (33)

- Part-time students on Central campus occupy half the seats and generate over 61% of the FTES produced by all part-time students at C.O.D. Clearly the majority of credit hours earned by part-time students are in classes sponsored through Central campus. (33)

- One-third of all seats occupied throughout the college are in Open-sponsored classes. This is broken down into credit seats (24%) and non-credit seats (10%). (7)

- In Open campus, full-time students occupy 25% of the credit seats and part-timers occupy the rest. Remember, this includes a number of students in Academic Alternative classes. This only reflects credit seats occupied in Open-sponsored classes by students otherwise categorized as full/part on their total class load. It cannot be said that all credits earned to make the student full/part were taken on one campus or the other. (33)

- The male-female ratio for full-time students occupying credit seats in Open classes is 46-54 compared to 37-63 for part-timers.

- In Open sponsored classes, whether credit or non-credit and full- or part-time, females predominate. (33)

<u>Key Implications/Issues</u>

- What differential support services are needed by full and part-time students?

- Are the terms 'full' and 'part' proper designations to chart student progress toward their goals?

- Does the curriculum mix sponsored by Central and Open create the full/part distribution? Is it desirable?

- Are current/planned facilities sufficient to accommodate the number of anticipated full- and part-time students?

TABLE 32

C.O.D. vs. ICCB Enrollment - CLASS LOAD (%)*
(1986 vs. 1989)

Class Load	1986		1989		% Chg.'86-89	
	C.O.D.	ICCB	C.O.D.	ICCB	C.O.D.	ICCB
Full-Time	20.2	28.7	24.1	30.2	42.9	7.3
Part-Time	79.8	71.3	75.9	69.8	14.3	-.1
Total N	27163	334,884	32619	341,733	20.1	2.0

* C.O.D. percentages are based upon total enrollment while ICCB percentages reflect credit students only

Source: "Student Enrollment Data And Trends In The Public Community Colleges Of Illinois: Fall 1989." ICCB, Springfield, Ill., January 1990

TABLE 33
Proportion Seatcount Changes - CLASS LOAD
(1986 vs. 1989 - Fall 10th Day)

	Central		Open			C.O.D.		
Class Load	Credit Seats	FTES	N-Cred Seats	Credit Seats	FTES	Head	Seats	FTES
Full-Time								
% Campus Total								
86*	51.4	55.0	1.3	19.0	21.4	20	39	47
89*	59.2	62.2	.9	25.3	27.8	24	45	53
% All Full-Time								
86*	88.9	89.4	.4	10.7	10.6			
89*	86.4	87.2	.2	13.4	12.8			
M/F Ratio (%)								
86*	53-47	53-47	38-62	46-54	47-53	53-47	52-48	53-47
89*	52-48	52-48	23-77	46-54	46-54	51-49	51-49	51-49
% Change '86-89+								
Male	35	34	-50	75	68	39	38	3
Female	40	40	0	78	72	47	45	4
Total	37	37	-19	77	70	43	41	40
Part-Time								
% Campus Total								
86*	48.6	45.0	98.7	81.0	78.6	80	61	5
89*	40.8	37.8	99.1	74.7	72.2	76	55	47
% All Part-Time								
86*	53.8	65.3	16.8	29.4	34.7			
89*	49.1	61.5	18.2	32.7	38.5			
M/F Ratio (%)								
86*	43-57	44-56	31-69	36-64	36-64	38-62	39-61	42-5
89*	42-58	43-57	29-71	37-63	37-63	38-62	38-62	41-59
% Change '86-89+								
Male	-2	-1	11	26	21	13	8	6
Female	1	3.2	22	20	19	15	11	
Total	0	2	19	22	20	14	9	

Note: See Table 7 for campus total statistics
* See Table 34 for actual N's
\+ Determine actual N before making decisions based on percentage

TABLE 34
Total Gender Enrollment - CLASS LOAD
(Fall 10th Day)

Student Class Load	Central Credit Seats	Central FTES	Open Seats N-Cred	Open Seats Credit	Open FTES	C.O.D. Total Head#	C.O.D. Total Seats	C.O.D. Total FTES	C.O.D. Ave. Seat/Hd
1986									
Full-Time									
Male	9215	2639.1	26	979	272.9	2883	10220	2911.9	3.5
Female	8269	2324.7	43	1139	312.8	2609	9451	2637.5	3.6
Total	17484	4963.8	69	2118	585.7	5492	19671	5549.5	3.6
Part-Time									
Male	7041	1794.8	1588	3273	785.8	8332	11902	2580.6	1.4
Female	9522	2271.1	3582	5767	1371.0	13339	18871	3642.1	1.4
Total	16563	4065.9	5170	9040	2156.8	21671	30773	6222.7	1.4
Total N									
Male	16256	4433.9	1614	4252	1058.7	11215	22122	5492.5	2.0
Female	17791	4595.9	3625	6906	1683.8	15948	28322	6279.6	1.8
Total	34047	9029.7	5239	11158	2742.4	27163	50444	11772.2	1.9
1987									
Full-Time									
Male	9555	2699.9	50	1106	303.0	2968	10711	3002.9	3.6
Female	9328	2633.3	54	1244	345.2	2931	10626	2978.5	3.6
Total	18854	5333.2	104	2303	648.2	5899	21261	5981.4	3.6
Part-Time									
Male	7485	1908.2	1898	3683	860.1	9004	13066	2768.2	1.5
Female	9818	2367.1	3956	6086	1437.6	13987	19860	3804.6	1.4
Total	17332	4275.2	5854	9816	2297.6	22991	33002	6572.9	1.4
Total N									
Male	17040	4608.1	1948	4789	1163.1	11972	23777	5771.2	2.0
Female	19146	5000.3	4010	7330	1782.8	16918	30486	6783.1	1.8
Total	36186	9608.4	5958	12119	2945.8	28890	54263	12554.3	1.9

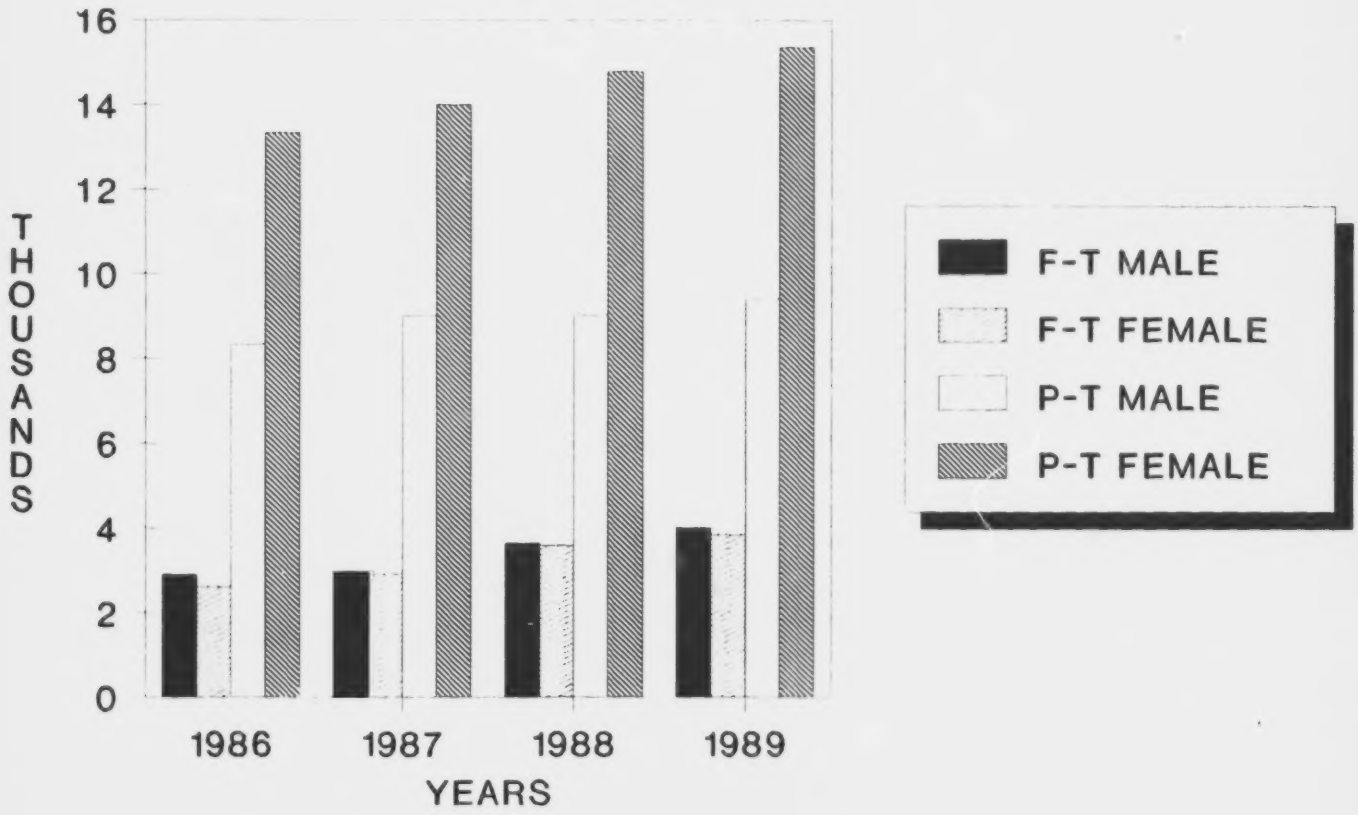
TABLE 34 (Continued)
Total Gender Enrollment - CLASS LOAD
(Fall 10th Day)

Student Class Load	Central Credit Seats	Central FTES	Open Seats N-Cred	Open Seats Credit	Open FTES	C.O.D. Total Head#	C.O.D. Total Seats	C.O.D. Total FTES	Ave. Seat/Hd
1988									
Full-Time									
Male	11395	3177.3	23	1498	399.5	3647	12916	3576.8	3.5
Female	11075	3049.1	53	1941	507.2	3590	13069	3556.4	3.6
Total	22470	6226.5	76	3439	906.7	7237	25985	7133.2	3.6
Part-Time									
Male	6636	1698.9	1951	3769	875.6	9029	12356	2574.4	1.4
Female	9435	2279.9	4025	6863	1596.7	14774	20323	3876.6	1.4
Total	16071	3978.8	5976	10632	2472.2	23803	32679	6451.0	1.4
Total N									
Male	18031	4876.2	1974	5267	1275.0	12676	25272	6151.2	2.0
Female	20510	5329.1	4078	8804	2103.9	18364	33392	7433.0	1.8
Total	38541	10205.3	6072	14071	3378.9	31040	58664	13584.2	1.9
1989									
Full-Time									
Male	12421	3527.9	13	1712	457.1	4004	14146	3985.0	3.5
Female	11603	3263.3	43	2027	538.1	3844	13673	3801.4	3.6
Total	24024	6791.2	56	3739	995.2	7848	27819	7786.4	3.5
Part-Time									
Male	6930	1784.0	1754	4124	952.3	9429	12808	2736.3	1.4
Female	9599	2343.2	4376	6894	1634.3	15342	20869	3977.5	1.4
Total	16529	4127.2	6130	11018	2586.7	24771	33667	6713.9	1.4
Total N									
Male	19351	5311.9	1767	5836	1409.5	13433	26954	6721.3	2.0
Female	21202	5606.5	4419	8921	2172.4	19186	34542	7778.9	1.8
Total	40553	10918.4	6186	14757	3581.9	32619	61496	14500.3	1.9

Source: MIS 7010 #08 and #14

FIGURE 12

GENDER BY FULL-TIME/PART-TIME HEADCOUNT (FALL 10TH DAY)



STUDENT LEVEL
(FRESHMAN VS. SOPHOMORE)

Introduction

It is traditional to categorize students relative to their progress through higher education. Such groupings are typically Freshman, Sophomore, Junior, Senior, Masters, and Doctorate. Such designations are 4-year college/university based and predicated upon a student pursuing a degree goal on a full-time basis with Bachelor's completion within four calendar years. Also, the terms also signify social status within a university setting. This definition of student level does not fit the community college student very well. They typically carry a part-time load so they require more than one calendar year to reach sophomore status. Further, the majority of two-year students are not degree-oriented. Be that as it may, such designations are still used by community colleges so a presentation of such information is in order.

According to the college catalog, a student who has earned 39 or less hours is considered a freshman. Forty or more hours constitutes sophomore standing. By the current definition, a student would have to have 49 hours to be a sophomore and graduate in two years with the required 96 quarter hours. Finally, all of the data in this section has been predicated on the criteria that 90 hours were required to complete a program of study. Thus, 45 or less hours is considered 'Freshman' and 46+ is 'Sophomore'.

Observations And Highlights

- Systemwide, two-thirds of the credit enrollment are freshmen and that group has risen 24% since 1986. This compares to a 6% increase in sophomores. Overall the system is attracting new students but retention seems limited. (35)

- At C.O.D., freshmen have risen 16% since 1986 while sophomores have gone up 27%. The college has grown 20%. Even though the sophomore gain is based on a smaller number, it still speaks well of student persistence and college efforts to retain students until their goals are met. (35)

- Almost 8 of every 10 students at C.O.D. would be considered a freshman based upon cumulative credits earned. (36)

- Sophomores are nearly 17% of the student body. Among this group females have increased at almost double the rate for males since 1986. (36)

- High school students taking advantage of the 12th Year Option have declined dramatically (123 to 70 students) since 1986. Among this group males outnumber females almost 3:2. (36)

- In 1986, 20% of the freshmen were full-time but they had grown to 24% by 1989. That was a gain of 40% compared to a 10% rise in part-time freshmen. (38)

- In 1986, 25% of the sophomores were full-time but they had grown to 30% by 1989. That was a gain of 53% compared to an 18% rise in part-time sophomores. (38)
-
-
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Key Implications/Issues

- The trend is that C.O.D. appears to be holding its students in pursuit of longer term goals.
- What is the balance C.O.D. should have between emphasis upon identifying and attracting new target groups vs. serving returning students?
- Should efforts be increased to attract more 12th Year Option students?
- Should the college curriculum course levels have a closer coincidence with student level?
- Do freshmen and sophomores have different needs or is the designation artificial? If the latter, why employ it?
-
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TABLE 35

C.O.D. vs. ICCB Enrollment - STUDENT LEVEL (%)*
(1986 vs. 1989 - Fall 10th Day)

Student Level	1986		1989		% Chg. '86-'89	
	C.O.D.	ICCB	C.O.D.	ICCB	C.O.D.	ICCB
Freshman	80.2	52.8	77.7	64.3	16.4	24.1
Sophomore	15.9	16.1	16.8	16.8	27.2	6.3
High School	.5	.6	.2	.5	-43.1	-20.1
Unclassified	3.4	30.5	5.3	18.4	81.5	-38.1
Total N	27,163	334,884	32,619	341,733	20.1	2.0

* C.O.D. percentages are based upon total enrollment while ICCB percentages reflect credit students only.

Source: "Student Enrollment Data And Trends In the Public Community Colleges Of Illinois: Fall 1989", ICCB, Springfield Ill., January 1990.

TABLE 36

Proportion Headcount Changes - STUDENT LEVEL
(1986 vs. 1989)

Student Level	% Total		M-F Ratio (%)		% Change '86-'89+		
	86*	89*	86*	89*	Male	Female	Total
Freshman	80.2	77.7	41-59	41-59	17	16	16
Sophomore	15.9	16.8	44-56	41-59	18	34	27
High School	.5	.2	53-47	57-43	-39	-48	-43
Unclassified	3.4	5.3	45-55	46-54	86	78	82
Total N	27163	32619	41-59	41-59	20	20	20

* See Table 37 for actual N's

\+ Determine actual N before making decision based on percentage

TABLE 37

Total Gender Enrollment - STUDENT LEVEL
(Fall Term)

Student Level	Total Headcount				
	Freshmen	Sophomore	High School	Unclass.	Total
1986					
Male	8844	1883	65	423	11215
Female	12932	2434	58	524	15948
Total N	21776	4317	123	947	27163
1987					
Male	9525	1967	31	449	11972
Female	13617	2670	31	600	16918
Total N	23142	4637	62	1049	28890
1988					
Male	10054	2057	36	529	12676
Female	14781	2928	47	608	18364
Total N	24835	4985	83	1137	31040
1989					
Male	10382	2224	40	787	13433
Female	14955	3269	30	932	19186
Total N	25337	5493	70	1719	32619

Source: MIS 7010 #30 and #18

TABLE 38

Proportion Changes By Class Load - STUDENT LEVEL
(1986 vs. 1989)

Student Level	% Total		Full-Part Ratio %		% Change 1986-1989+		
	1986*	1989*	1986*	1989*	Full	Part	Total
Freshmen	80.2	77.7	20-80	24-76	40	10	16
Sophomore	15.9	16.8	25-75	30-70	53	18	27
High School	.5	.2	15-85	7-93	-74	-38	-43
Unclassified	3.4	5.3	2-98	4-96	233	79	82
Total N	27163	32619	20-80	24-76	43	13	20

*...See Table 39 for actual N's
+...Determine actual N before making decision based on percentage

TABLE 39

Total Enrollment By Class Load - STUDENT LEVEL
(Fall Term)

Student Class Load	Student Level Total Headcount				
	Freshmen	Sophomore	High School	Unclass.	Total
1986					
Full-Time	4362	1093	19	18	5492
Part-Time	17414	3224	104	929	21671
Total N	21776	4317	123	947	27163
1987					
Full-Time	4667	1206	4	22	5899
Part-Time	18475	3431	58	1027	22991
Total N	23142	4637	62	1049	28890
1988					
Full-Time	5735	1463	1	38	7237
Part-Time	19100	3522	82	1099	23803
Total N	24835	4985	83	1137	31040
1989					
Full-Time	6107	1676	5	60	7848
Part-Time	19230	3817	65	1659	24471
Total N	25337	5493	70	1719	32619

Source: MIS 7010 #18

COURSE LOCATION
(ON- VS.OFF CAMPUS)

Introduction

The college offers courses and services to its students at its main Glen Ellyn campus and at numerous sites throughout its service area. Knowing the mix of students by course location has important implications for staffing, space availability, marketing, college governance, etc.

For purposes of this profile 'On Campus' is any course taught at the main campus location regardless of the campus governing unit who originated it. Any class taught at a site other than the main campus is considered 'Off Campus'. Remember that on-campus is not synonymous with Central campus nor is off-campus exclusively the domain of Open campus. Both governance units can teach in both locations. Also remember headcount must be interpreted carefully because it is based on majority load. Thus, a student taking seven credits on-campus and six off-campus would be considered "on-campus" even though almost an equal amount of their load was "off-campus". A more accurate indicator of services provided by location is seats actually occupied by location.

Observations And Highlights

- Collegewide in 1989, 73% of the students took the majority of their class load on-campus. They occupied 80% of the total seats and generated 84% of the college FTES. (40)

- Collegewide in 1989, 27% of the headcount, 20% of the occupied seats and 16% of the FTES were attributed to off-campus classes. (40)

- Since 1986, on-campus seatcount has grown 23% compared to 17% off-campus but off-campus FTES has risen 28% vs. 22% on-campus. (40)

- Collegewide among on-campus students the male-female split is 44-56 vs. 33-67 among off-campus students. Females are the predominant enrollees in off-campus classes. They are also in the majority in on-campus classes but the disparity is not as great. (40)

- Ninety-three percent of the on-campus seating is in credit classes. Further, 82% of all on-campus seating is under Central campus control. The remaining 18% on-campus seatcount is under Open campus and is partitioned into 11% credit/7% non-credit. (40) (Graphic)

- Central campus has gone up 19% in on-campus seatcount but Open on-campus seats have increased almost 50% in both credit and non-credit seats since 1986. This on-campus growth for Open is contrasted with their 18% overall increase in non-credit seats and 32% gain in their credit seatcount. Much of Open's growth has been on-campus. (40)

- The on-campus male-female seatcount ratio among Central campus students is fairly equal (48-52) while students attending Open sponsored classes on campus are more likely to be female. This is especially true of non-credit students (31-69). (40)

- Three percent of the Central campus seatcount and FTES were in off-campus locations. (40)

- In 1989, one out of every five off-campus seats is non-credit. (40)

- Open campus has 75% of the off-campus seatcount and 97% of the off-campus FTES. (40)

- Within Open campus in 1989, 58% of all non-credit seating is on-campus. Open credit seating was up 48% on-campus vs. a 25% rise in their off-campus seatcount since 1986; the same period off-campus non-credit seatcount decreased -8%. The trend is clearly moving the non-credit offerings to the main campus. (40)

- Predictably almost two-thirds of the Open campus seatcount (63%) and FTES (64%) are in off-campus locations but the remaining one-third are on-campus. The majority of the latter is in Academic Alternatives. (40)

- In 1989, on-campus females constituted 56% of the headcount, 54% of the seatcount and 52% of the on-campus FTES. There were more females taking on-campus classes but males were carrying a slightly higher class load per person on average. (40)

- In off-campus classes, females make up 67% of the headcount, 65% of the seatcount and 63% of the off-campus FTES. Males comprise only one-third of the off-campus enrollment but again appear to be carrying a slightly larger average load. (40)

- On-Campus went up about 21% in all categories since 1986 while on-campus females increased around 25%. For off-campus enrollment, males showed greater proportional gains. (40)

- Out-of-district enrollment has been exclusively in Central sponsored classes. (42)

<u>Key Implications/Issues</u>

- Should the college governance structure and services be brought into closer alignment with the on/off-campus curriculum vs. its current structure where Central is almost exclusively on-campus while Open campus is both?

- With greater relative growth off-campus what must be done to insure that all instructional support services needed by these students are available?

- What new delivery systems and marketing strategies must be employed to move more enrollment off-campus and ease the load now placed on-campus resources?

- Do allocation guidelines need to be developed as more of the Open campus curriculum competes for finite space and other resources with the Central on-campus curriculum each year?

- Why are males carrying the larger average loads in both on- and off-campus locations?

- How to reconcile student desires to attend on-campus during prime morning hours only against limited resources to meet every need?

- As land space on the main campus is exhausted, should the establishment of another strategically placed C.O.D. campus be considered?

- Does the college have a master space plan which anticipates and prepares for both instruction and non-instruction support areas to accommodate enrollment growth on campus?

TABLE 40

Proportion Seatcount Changes - COURSE LOCATION
(1986 vs. 1989 - Fall 10th Day)

	Central		Open			C.O.D.		
Course Location	Credit Seats	FTES	N-Cred Seats	Credit Seats	FTES	Head#	Seats	FTES
On Campus								
% Campus Total								
86*	99.3	99.6	45.6	33.6	32.9	71	79	84
89*	98.9	99.1	57.6	37.5	35.8	73	80	84
% All On Campus								
86*	84.6	90.1	6.0	9.4	9.9			
89*	81.5	89.4	7.2	11.3	10.6			
M/F Ratio (%)								
86*	48-52	49-51	34-66	44-56	44-56	45-55	47-53	49-51
89*	48-52	49-51	31-69	45-55	44-56	44-56	46-54	48-52
% Change '86-89+								
Male	19	19	35	49	41	21	22	21
Female	19	22	56	46	43	26	24	24
Total	19	20	49	48	42	24	23	22
Off Campus								
% Campus Total								
86*	.5	.2	54.4	66.4	67.1	29	21	16
89*	.9	.7	42.4	62.5	64.2	27	20	16
% All Off Campus								
86*	1.8	1.1	27.3	70.9	98.9			
89*	3.1	3.4	21.5	75.4	96.6			
M/F Ratio (%)								
86*	53-47	35-65	28-72	35-65	36-64	32-68	34-66	36-64
89*	56-44	50-50	35-65	37-63	37-63	33-67	35-65	37-63
% Change '86-89+								
Male	112	465	-16	30	28	15	21	33
Female	89	202	-5	22	23	10	15	25
Total	101	294	-8	25	25	11	17	28

TABLE 40 Continued

Proportion Seatcount Changes - COURSE LOCATION
(1986 vs. 1989 - Fall 10th Day)

	Central		Open			C.O.D.		
Course Location	Credit Seats	FTES	N-Cred Seats	Credit Seats	FTES	Head#	Seats	FTES
Out District								
% Campus Total								
86*	.2	.2				$	$	$
89*	.2	.2				$	$	$
% All Out District								
86*	100	100						
89*	100	100						
M/F Ratio (%)								
86*	20-80	22-78				26-74	20-80	22-78
89*	20-80	21-79				25-75	20-80	21-79
% Change '86-89+								
Male	-6	-20				-40	-6	-20
Female	-2	-11				-36	-2	-11
Total	-3	-13				-37	-3	-13

Note: See Table 7 for campus total statistics
* See Table 41 for actual N's
\+ Determine actual N before making decisions based on percentage
\# Determined by majority of classload
$ Less than 0.05 percent

TABLE 41

Total Gender Enrollment - COURSE LOCATION
(Fall Term)

Course Location	Central Credit Seats	Central FTES	Open Seats N-Cred	Open Seats Credit	Open FTES	C.O.D. Total Head#	C.O.D. Total Seats	C.O.D. FTES
1986								
On Campus								
Male	16141	4422.2	805	1649	399.1	8686	18595	4821.3
Female	17640	4566.5	1585	2100	502.5	10630	21325	5069.1
Total	33781	8988.7	2390	3749	901.6	19316	39920	9890.4
Off Campus								
Male	99	7.1	809	2603	659.5	2524	3511	666.6
Female	88	13.2	2040	4806	1181.2	5304	6934	1194.4
Total	187	20.3	2849	7409	1840.7	7828	10445	1861.0
Out-District								
Male	16	4.6				5	16	4.6
Female	63	16.1				14	63	16.1
Total	79	20.7				19	79	20.7
Total N								
Male	16256	4433.9	1614	4252	1058.7	11215	22122	5492.5
Female	17791	4595.9	3625	6906	1683.8	15948	28322	6279.6
Total	34047	9029.7	5239	11158	2742.4	27163	50444	11772.2
1987								
On Campus								
Male	16878	4584.3	1316	2096	477.2	9533	20290	5061.5
Female	18996	4969.3	2025	2520	584.4	11674	23541	5553.7
Total	35874	9553.6	3341	4616	1061.6	21207	43831	10615.2

TABLE 41 (Continued)

Total Gender Enrollment - COURSE LOCATION
(Fall Term)

Course Location	Central Credit Seats	Central FTES	Open Seats N-Cred	Open Seats Credit	Open FTES	C.O.D. Total Head#	C.O.D. Total Seats	C.O.D. FTES
Off Campus								
Male	144	18.5	632	2693	685.9	2434	3469	704.3
Female	84	14.9	1985	4810	1198.4	5232	6879	1213.2
Total	228	33.4	2617	7503	1884.3	7666	10348	1917.5
Out District								
Male	18	5.3				5	18	5.3
Female	66	16.1				12	66	16.1
Total	84	21.4				17	84	21.4
Total N								
Male	17040	4608.1	1948	4789	1163.1	11972	23777	5771.2
Female	19146	5000.3	4010	7330	1782.8	16918	30486	6783.1
Total	36186	9608.4	5958	12119	2945.8	28890	54263	12554.3
1988								
On Campus								
Male	17876	4856.1	1254	2298	525.6	10040	21428	5381.7
Female	20364	5299.3	2055	3233	725.0	12718	25652	6024.3
Total	38240	10155.4	3309	5531	1250.6	22758	47080	11406.0
Off Campus								
Male	138	15.3	720	2969	749.4	2631	3827	764.8
Female	86	14.8	2023	5571	1378.9	5634	7680	1393.7
Total	224	30.1	2743	8540	2128.3	8265	11507	2158.5
Out District								
Male	17	4.7				5	17	4.7
Female	60	14.9				12	60	14.9
Total	77	19.6				17	77	19.6

TABLE 41 (Continued)

Total Gender Enrollment - COURSE LOCATION
(Fall Term)

Course Location	Central		Open			C.O.D.		
	Credit Seats	FTES	Seats N-Cred	Credit	FTES	Total Head#	Total Seats	FTES
Total N								
Male	18031	4876.2	1974	5267	1275.0	12676	25272	6151.2
Female	20510	5329.1	4078	8804	2103.9	18364	33392	7433.0
Total	38541	10205.3	6052	14071	3378.9	31040	58664	13584.2
1989								
On Campus								
Male	19126	5268.1	1088	2462	562.5	10540	22676	5830.6
Female	20974	5552.5	2476	3073	719.3	13344	26523	6271.7
Total	40100	10820.6	3564	5535	1281.8	23884	49199	12102.3
Off Campus								
Male	210	40.1	679	3374	846.9	2890	4263	887.1
Female	166	39.8	1943	5848	1453.1	5833	7957	1492.9
Total	376	79.9	2622	9222	2300.0	8723	12220	2380.0
Out District								
Male	15	3.7				3	15	3.7
Female	62	14.3				9	62	14.3
Total	77	18.0				12	77	18.0
Total N								
Male	19351	5311.9	1767	5836	1409.5	13433	26959	6721.3
Female	21202	5606.5	4419	8921	2172.4	19186	34542	7778.9
Total	40553	10918.4	6186	14757	3581.9	32619	61496	14500.3

Determined By Majority of Class Load
Source: MIS 7010 #02 and #48

TABLE 42

Campus Enrollment - COURSE LOCATION
(Fall Term)

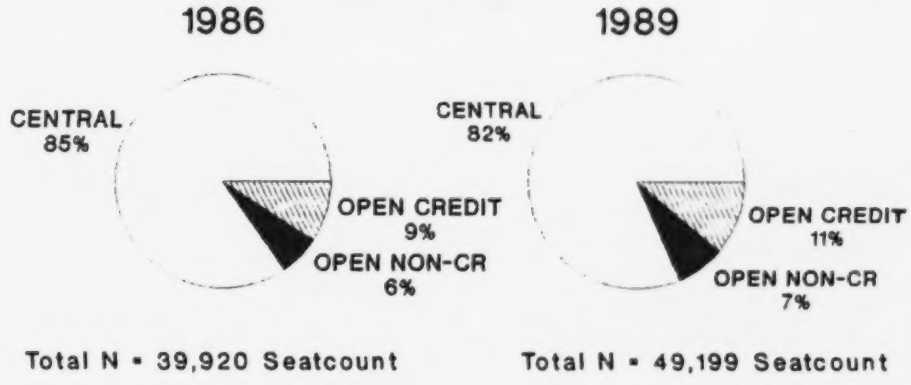
Course Location	Central Credit Seats	Central FTES	Open Seats N-Cred	Open Seats Credit	Open FTES	C.O.D. Total Head#	C.O.D. Total Seats	C.O.D. FTES
1986								
On Campus	33781	8988.7	2390	3749	901.7	19316	39920	9890.4
Off-Campus	187	20.3	2849	7409	1840.8	7828	10445	1861.0
Out-District	79	20.7				19	79	20.7
Total N	34047	9029.7	5239	11158	2742.4	27163	50444	11772.2
1987								
On-Campus	35874	9553.6	3341	4629	1061.6	21207	43844	10615.2
Off-Campus	228	33.3	2617	7490	1884.2	7666	10335	1917.6
Out-District	84	21.5				17	84	21.5
Total N	36186	9608.4	5958	12119	2945.8	28890	54263	12554.3
1988								
On-Campus	38240	10155.5	3309	5531	1250.6	22758	47080	11406.1
Off-Campus	224	30.1	2743	8540	2128.3	8265	11507	2158.5
Out-District	77	19.7				17	77	19.7
Total N	38541	10205.3	6052	14071	3378.9	31040	58664	13584.2
1989								
On-Campus	40100	10820.5	3564	5535	1281.8	23884	49199	12102.3
Off-Campus	376	79.9	2622	9222	2300.1	8723	12220	2380.0
Out-District	77	17.9				12	77	17.9
Total N	40553	10918.4	6186	14757	3581.9	32619	61496	14500.3

Determined by majority of class load
Source: MIS 7010-#02, #48

FIGURE 13

ON-CAMPUS AND OFF-CAMPUS SEATCOUNT
1986 VS. 1989 (FALL 10TH DAY)

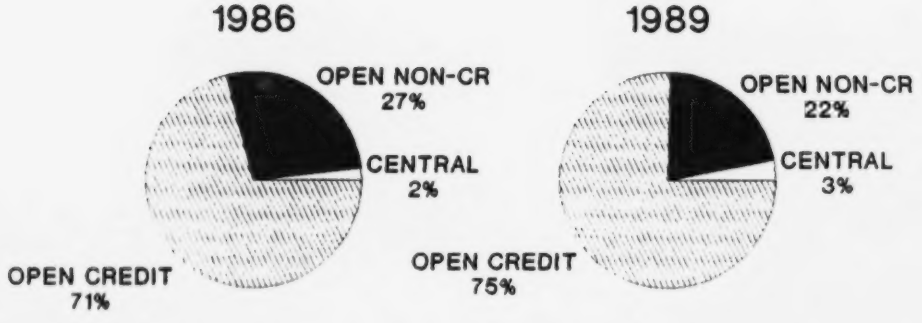
ON CAMPUS



Total N = 39,920 Seatcount

Total N = 49,199 Seatcount

OFF CAMPUS



Total N = 10,445 Seatcount

Total N = 12,220 Seatcount

CLASS MEETING TIME

Introduction

At what point throughout the day do students take courses offered by C.O.D.? The answer to this question has direct bearing on staff assignments, facilities assignment/utilization, space maintenance, course scheduling, facility planning, etc. As the following information is reviewed, the perennial question is raised: "Does the enrollment pattern reflect the class times students have to choose from or does the pattern evolve from student scheduling needs/desires?" If the former, the pattern will likely remain very constant while the latter allows for responsiveness to changing student needs.

What are the start time boundaries for each category? They are as follows:

Category	Start Time
Morning	12:01 a.m. - Noon
Afternoon	12:01 p.m. - 4:59 p.m.
Evening	5:0 p.m. - Midnight
T.B.A.	Undefined start time
Weekend	Specially identified sections from Friday afternoon through Sunday evening.

Tables 43 and 44 show enrollment trend by class meeting time by campus for the past four fall terms. Because students could be concurrently enrolled in multiple categories, seats occupied is the most valid indicator. When headcount is reported, it is grouped by majority of class load. Also, headcount data is only available as 'Day', 'Evening' and 'Weekends'. Remember, headcount is only an approximation while seatcount and FTES are appropriate indicators.

Observations And Highlights

- In 1989 collegewide, 39% of the seatcount was in morning classes, 18% in the afternoon, 37% in the evening and 6% in T.B.A. classes. Corresponding FTES proportions were morning = 42%, afternoon = 19%, evenings = 32% and T.B.A. = 7%. (43)

- Collegewide, three-fourths of the curriculum is taken in the morning or evening with an even split between the two. (43)

- Collegewide, since 1986, total seatcount has increased 20%. In that same period, morning seatcount has risen 19%, afternoon 36%, evening 19% and T.B.A. 23%. (43)

- Collegewide since 1986, females have increased proportionally more in the morning classes than males. There has been about equal growth in afternoon classes but males have gone up 22% to 17% for females in evening classes. View these changes in the context of actual male-female distributions because they are somewhat counter to the trends. (43)

- Collegewide, males are more likely to take their class load (FTES) in the morning (49%) than in the evening (44%). The converse would be true for females. (43)

- In 1989 among only morning classes, 83% of the seatcount and 91% of the FTES is in Central campus-sponsored classes. Just over 7% of the morning seatcount is in non-credit classes and the remaining 10% come from Open-sponsored classes. (43)

- In 1989 among only afternoon classes, 88% of the seatcount and 94% of the FTES is in Central campus-sponsored classes. Almost 4% of the afternoon seatcount is in non-credit courses and the remaining 8% come from Open-sponsored classes. (43)

- In 1989 among only evening classes, 48% of the seatcount and 60% of the FTES is in Central campus-sponsored classes. Over 17% of the evening seatcount is non-credit and the remaining 35% comes from Open-sponsored classes. (43)

- On Central campus, 50% of the seatcount is morning, 23% in the afternoon, and over 26% in the evening. The FTES generated on Central campus corresponds to these percentages. (43) (Graphic)

- On Central campus, the male-female ratio is around 47-53 regardless of the time of day. (43)

- Since 1986 on Central campus, morning seatcount has grown 15% but females have gone up 18% to 12% for males. There has been a 34% growth in afternoon seatcounts but males have gone up 37% to 31% for females. Evening seatcount has risen 17% with males going up 21% to 14% for females. (43)

- On Open campus, 16% of their credit seatcount is in the morning, 6% in the afternoon, 53% in the evening and 25% in T.B.A. Corresponding non-credit seatcount is 29% in the morning, 6% in the afternoon, 64% in the evening and 1% in T.B.A. (43) (Graphic)

- There are marked gender differences for different times of the day in both Open campus credit and non-credit seatcount although in all cases, females are the distinct majority. Males are more likely to take either morning or evening Open classes than afternoon classes. However, in non-credit offerings more males can be found in the afternoon or evening. (43)

- Since 1986 on Open campus, morning seatcount has grown 41% but males have gone up 53% to 34% for females. Non-credit morning seatcount has risen 58%. Afternoon credit seatcount has almost doubled while non-credit has only expanded 2%. Males have declined -15% while females went up 13% in afternoon non-credit. Evening credit seatcount rose 27% with males proportionally higher than females. Evening non-credit climbed 11% but that was primarily female. (43)

Key Implications/Issues

- What can be done to redistribute enrollment by time while still meeting student needs and attracting new students? Will students attend if available classes are in non-prime hours only?
- Do the credit and non-credit curricula have to compete with each other for the same on-campus spaces by time?
- Does the traditional reason students give for requesting all morning classes to work afternoons square with the actual job market?
- What are the staffing implications of redistributing classes throughout the day?
- What accounts for the differential gender distribution by time of day for Open campus students?
- Is the curriculum, as currently offered by time of day, maximally oriented toward convenience for students or the college?
-
-
-

TABLE 43

Proportion Seatcount Changes - CLASS MEETING TIME
(1986 vs. 1989 - Fall 10th Day)

	Central		Open			C.O.D.		
Meeting Time	Credit Seats	FTES	N-Cred Seats	Credit Seats	FTES	Head+	Seats	FTES
Morning								
% Campus Total								
86*	51.7	52.7	21.2	14.8	15.2	57	40	44
89*	49.8	50.3	28.5	15.7	14.9	57	39	42
% All Morning								
86*	86.4	91.9	5.5	8.1	8.1			
89*	83.2	91.1	7.3	9.5	8.9			
M/F Ratio (%)								
86*	50-50	51-49	24-76	36-64	37-63	41-59	47-53	50-50
89*	48-52	50-50	23-77	39-61	39-61	40-60	46-54	49-51
% Change '86-89#								
Male	12	13	58	53	34	18	16	14
Female	18	18	59	34	25	23	23	19
Total	15	15	58	41	28	21	19	16
Afternoon								
% Campus Total								
86*	20.9	21.2	7.2	4.0	2.8		16	17
89*	23.4	24.0	6.2	5.9	5.0		18	19
% All Afternoon								
86*	89.6	96.2	4.7	5.7	3.8			
89*	88.4	93.6	3.6	8.0	6.4			
M/F Ratio (%)								
86*	46-54	47-53	38-62	30-70	31-69		45-55	47-53
89*	47-53	47-53	32-68	30-70	30-70		45-55	46-54
% Change '86-89#								
Male	37	37	-15	95	127		37	40
Female	31	37	13	94	139		35	42
Total	34	37	2	94	135		36	41

TABLE 43 Continued
Proportion Seatcount Changes - CLASS MEETING TIME
(1986 vs. 1989 - Fall 10th Day)

	Central		Open			C.O.D.		
Meeting Time	Credit Seats	FTES	N-Cred Seats	Credit Seats	FTES	Head#	Seats	FTES
Evening								
% Campus Total								
86*	27.3	26.0	68.4	55.4	55.0	40	38	33
89*	26.7	25.6	64.2	53.2	52.8	40	37	32
% All Evening								
86*	48.7	60.9	18.8	32.5	39.1			
89*	47.8	59.7	17.5	34.7	40.3			
M/F Ratio (%)								
86*	45-55	47-53	32-68	38-62	38-62	41-59	40-60	44-56
89*	47-53	48-52	31-69	40-60	39-61	43-57	42-58	44-56
% Change '86-89#								
Male	21	21	6	33	28	22	22	24
Female	14	17	13	24	23	16	17	20
Total	17	19	11	27	25	18	19	22
TBA								
% Campus Total								
86*	.1	.1	3.2	25.8	27.0		6	6
89*	.1	.1	1.1	25.2	27.3		6	7
% All TBA								
86*	2.0	1.8	5.4	92.6	98.2			
89*	1.1	1.4	1.8	97.1	98.6			
M/F Ratio (%)								
86*	25-75	24-76	40-60	41-59	41-59		41-59	41-59
89*	43-57	43-57	26-74	42-58	42-58		42-58	42-58
% Change 86-89#								
Male	20	73	-73	32	34		26	35
Female	-48	-27	-48	27	31		21	29
Total	-31	-3	-58	29	32		23	31

Note: See Table 7 for campus total statistics
* See Table 44 for actual N's
\# Determined by majority of classload. Determine actual N before making decisions based on percentage
\+ Morning figure is "Day".

TABLE 44
Total Gender Enrollment - CLASS MEETING TIME
(Fall Term)

Class Meeting Time	Central Credit Seats	Central FTES	Open Seats N-Cred	Open Seats Credit	Open FTES	C.O.D. Total Head#	C.O.D. Total Seats	C.O.D. FTES
1986								
Morning								
Male	8750	2418.2	262	586	154.5	6380	9598	2572.7
Female	8843	2339.7	849	1067	262.9	9044	10759	2602.6
TOTAL	17593	4757.9	1111	1653	417.3	15424	20357	5175.3
Afternoon								
Male	3285	904.5	143	133	23.4		3561	927.9
Female	3823	1007.5	232	313	52.6		4368	1060.1
TOTAL	7108	1912.0	375	446	76.0		7929	1988.0
Evening								
Male	4206	1107.9	1142	2342	575.5	4516	7690	1683.3
Female	5079	1238.1	2444	3835	933.8	6356	11358	2172.0
TOTAL	9285	2346.0	3586	6177	1509.3	10872	19048	3855.3
TBA								
Male	15	3.3	67	1191	305.3		1273	308.7
Female	46	10.5	100	1691	434.5		1837	444.9
TOTAL	61	13.8	167	2882	739.8		3110	753.6
Weekend								
Male						319		
Female						548		
TOTAL						867		
Total N								
Male	16256	4433.9	1614	4252	1058.7	11215	22122	5492.5
Female	17791	4595.9	3625	6906	1683.8	15948	28322	6279.6
TOTAL	34047	9029.7	5239	11158	2742.4	27163	50444	11772.2
1987								
Morning								
Male	9115	2496.1	576	688	167.5	6902	10379	2663.5
Female	9852	2630.5	1030	1128	269.8	9946	12010	2900.3
TOTAL	18967	5126.6	1606	1816	437.3	16848	22389	5563.8
Afternoon								
Male	3562	960.2	157	180	35.9		3899	996.1
Female	4070	1082.3	333	392	76.9		4795	1159.1
TOTAL	7632	2042.5	490	572	112.8		8694	2155.2

TABLE 44 Continued
Total Gender Enrollment - CLASS MEETING TIME
(Fall Term)

Class Meeting Time	Central Credit Seats	Central FTES	Open Seats N-Cred	Open Seats Credit	Open FTES	C.O.D. Total Head#	C.O.D. Total Seats	C.O.D. FTES
1987 (Continued)								
Evening								
Male	4357	1151.4	1096	2618	622.9	4776	8071	1774.3
Female	5215	1287.0	2476	4082	973.0	6449	11773	2260.0
TOTAL	9572	2438.4	3572	6700	1595.9	11225	19844	4034.3
TBA								
Male	6	.4	119	1303	336.8		1428	337.2
Female	9	.6	171	1728	463.1		1908	463.7
TOTAL	15	1.0	290	3031	799.9		3336	800.9
Weekend								
Male						294		
Female						523		
TOTAL						817		
Total N								
Male	17040	4608.1	1948	4789	1163.1	11972	23777	5771.2
Female	19146	5000.3	4010	7330	1782.8	16918	30486	6783.1
TOTAL	36186	9608.4	5958	12119	2945.8	28890	54263	12554.3
1988								
Morning								
Male	9345	2547.8	665	764	172.8	7368	10774	2720.6
Female	10059	2633.3	1203	1444	317.3	10712	12706	2950.7
TOTAL	19404	5181.1	1868	2208	490.1	18080	23480	5671.3
Afternoon								
Male	3975	1083.8	133	284	54.7		4392	1138.5
Female	4706	1260.2	302	746	146.1		5754	1406.3
TOTAL	8681	2344.0	435	1030	200.7		10146	2544.8
Evening								
Male	4702	1242.9	1080	2705	648.2	4977	8487	1891.0
Female	5718	1429.5	2414	4490	1074.0	7044	12622	2503.6
TOTAL	10420	2672.4	3494	7195	1722.2	12021	21109	4394.6
TBA								
Male	9	1.7	96	1514	399.4		1619	401.1
Female	27	6.0	159	2124	566.5		2310	572.5
TOTAL	36	7.7	255	3638	965.9		3929	973.6

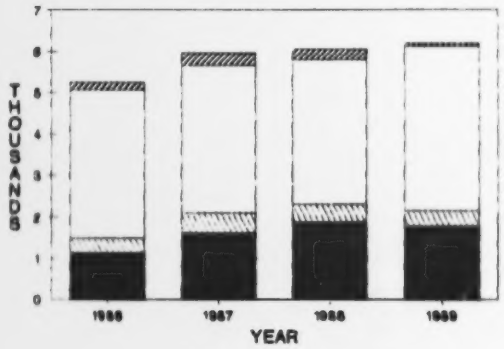
TABLE 44 Continued
Total Gender Enrollment - CLASS MEETING TIME
(Fall Term)

Class Meeting Time	Central Credit Seats	Central FTES	Open Seats N-Cred	Open Seats Credit	Open FTES	C.O.D. Total Head#	C.O.D. Total Seats	C.O.D. FTES
1988 (Continued)								
Weekend								
Male						331		
Female						608		
TOTAL						939		
Total N								
Male	18031	4876.2	1974	5267	1275.0	12676	25272	6151.2
Female	20510	5329.1	4078	8804	2103.9	18364	33392	7433.0
TOTAL	38541	10205.3	6052	14071	3378.9	31040	58664	13584.2
1989								
Morning								
Male	9774	2721.1	414	896	207.3	7546	11084	2928.4
Female	10402	2767.1	1346	1427	327.8	11128	13175	3094.9
TOTAL	20176	5488.2	1760	2323	535.1	18674	24259	6023.3
Afternoon								
Male	4487	1240.3	121	259	53.1		4867	1293.3
Female	5010	1378.1	263	606	125.5		5879	1503.7
TOTAL	9497	2618.4	384	865	178.6		10746	2797.0
Evening								
Male	5072	1344.8	1214	3111	739.1	5497	9397	2083.9
Female	5766	1453.6	2758	4741	1152.1	7378	13265	2605.7
TOTAL	10838	2798.4	3972	7852	1891.2	12875	22662	4689.6
TBA								
Male	18	5.7	18	1570	409.9		1606	415.6
Female	24	7.7	52	2147	567.0		2223	574.7
TOTAL	42	13.4	70	3717	976.9		3829	990.3
Weekend+								
Male						390		
Female						680		
TOTAL						1070		
Total N								
Male	19351	5311.9	1767	5836	1409.5	13433	26954	6721.3
Female	21202	5606.5	4419	8921	2172.4	19186	34542	7778.9
TOTAL	40553	10918.4	6186	14757	3581.9	32619	61496	14500.2

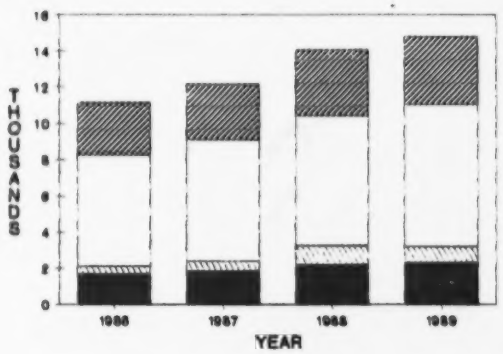
Source: MIS 7010 #10 and #50
Determined by majority of class load. Morning figure is "Day"
+ Cannot be separated by gender. Contained within other meeting time categories

FIGURE 14

CLASS MEETING TIME BY CAMPUS

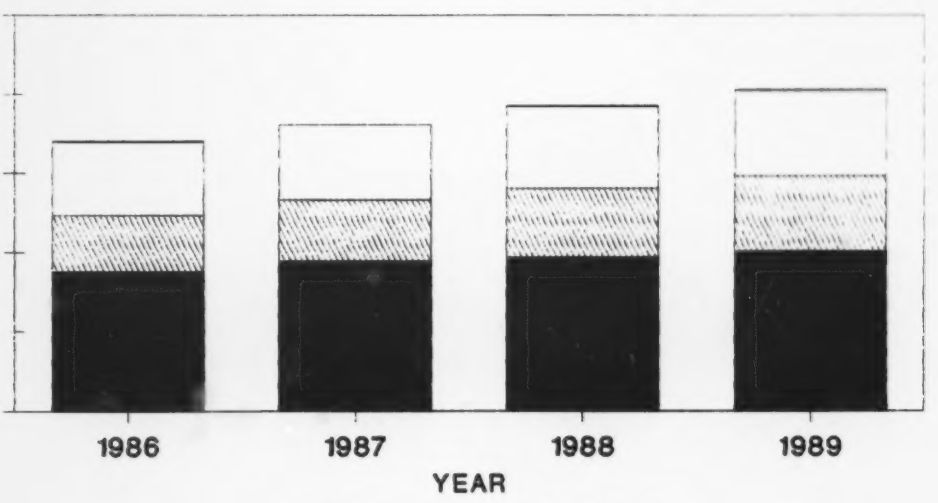


NON-CREDIT
OPEN CAMPUS



CREDIT
OPEN CAMPUS

SEATCOUNT (FALL 10TH DAY)



CENTRAL CAMPUS

DIVISION/DEPARTMENT
(INSTRUCTIONAL AREA)

Introduction

The one thing all students have in common is that they enroll in discipline courses as a means to attain their educational goals. This is so fundamental it can go without saying but the linkage between students and curriculum is the essence of a college's existence. Without either a college would cease to exist.

C.O.D. has organized and clustered its subject matter disciplines into a department (instructional area)/division configuration which facilitates efficient and effective governance. Profiling student enrollment by department/instruction area provides valuable information for a wide variety of budgetary, staffing, space, etc., decisions and plans. Remember that enrollment in a department is not synonymous with program enrollment to be discussed in subsequent sections. This section only concerns itself with student enrollment in the curriculum. Tables 45 and 46 display the current curriculum governance structure. Study the changes by department as they are not highlighted below.

Observations And Highlights

- Social and Behavioral Science Division has 9% of the total college seatcount. It has grown 26% since 1986 and its male-female mix is fairly even. (45)

- Business and Services Division has 16% of the total college seatcount. It has grown 11% since 1986. Although male seatcount has increased four times that of females the division seatcount is still about 60% female. (45)

- Communications Division has 8% of the total college seatcount. It has grown 17% since 1986. Females have grown half again the rate for males but the current male-female split is still even. (45)

- Humanities Division has 9% of the total college seatcount. It has grown 33% since 1986 and its male-female mix is fairly even. (45)

- Natural Science Division has almost 15% of the total college seatcount. It has grown 19% since 1986. Although female seatcount has increased more proportionally than males, it is the only division where males outnumber females. (45)

- Occupational-Vocational Division has 8% of the total college seatcount. It has grown 14% since 1986 and, as a division, has an equal male-female seatcount ratio. However, it has two very different and distinct components: Health and Technology. (45)

- The Health subdivision has 48% of the division seatcount. It has grown 36% since 1986. Although male seatcount has increased three times as much as females over the years, over 80% of all seats are still filled by females. (45)

- The Technology subdivision has 52% of the division seatcount. It has decreased -1% since 1986. Although female seatcount has gone up 20% while male seatcount has declined 6%, 80% of all seats are still filled by males. (45)

- Central campus has 66% of the total college seatcount. It has grown 19% since 1986. The male-female seatcount ratio has remained constant at 48-52. (45)

- Academic Alternatives Division has 10% of the total college seatcount. It has grown 30% since 1986. Females occupy 3 seats to every 2 by males. (45)

- Business and Professional Institute Division has 3% of the total college seatcount. It has grown 47% since 1986. Although male seatcount has gone up more proportionally than female over the years, 60% of the seats are still occupied by females. (45)

- Instructional Affairs/Community Education Division has 21% of the total college seatcount. It has grown 25% since 1986. Two-thirds of all seats are occupied by females. (45)

- Open campus has 34% of the total college seatcount. It has grown 28% since 1986. The male-female seatcount ratio has remained constant at 36-64. (45)

- College of DuPage has grown 22% in total seatcount since 1986. The male-female seatcount ratio has remained constant at 44-56. (45)
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Key Implications/Issues

- Is the C.O.D. curriculum maintaining relevancy and addressing the current/projected needs of the students?

- Is the curriculum governance structure the most appropriate architecture to efficiently and effectively respond to changing educational needs?

- What factors account for the wide diversity which exists among departments?

- Given the anticipated natural staff turnover in the next five years, what provisions are being made to retain the character and quality of the curriculum?
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TABLE 45

Proportion Seatcount Changes - DIVISION/DEPARTMENT
(1986 vs. 1989 - Fall 10th Day)

Division/Department	% Division 86*	% Division 89*	M-F Ratio (%) 86*	M-F Ratio (%) 89*	% Change '86-'89+ Male	% Change '86-'89+ Female	% Change '86-'89+ Total
Social/Behavior Sciences							
Anthropology	2.4	5.1	43-57	50-50	213	137	170
Business Law	9.0	8.2	60-40	58-42	11	22	15
Economics	16.8	14.5	61-39	62-38	9	9	9
Education	12.4	11.1	31-69	36-64	34	4	13
Geography	2.5	4.0	58-42	56-44	95	111	102
Political Science	5.8	8.4	66-34	58-42	61	124	82
Psychology	35.3	31.7	41-59	38-62	8	17	13
Social Science	1.5	.3	40-60	14-86	-93	-71	-79
Sociology	14.3	16.7	45-55	45-55	49	49	49
Division Total	8.7+	9.1+	47-53	47-53	26	27	26
Business & Services							
Accounting	12.9	12.2	46-54	50-50	16	-3	6
Advertising Dsgn	6.8	6.1	38-62	47-53	21	-15	-2
Business	6.7	7.8	52-48	55-45	37	21	30
Computer Inf. Sys.	21.4	20.7	54-46	53-47	7	8	7
Criminal Justice	4.6	6.8	74-26	71-29	57	82	63
Facilities Mgmt.		.5		77-23			
Fashion Dsgn	2.7	2.3	5-95	8-92	46	-8	-5
Food Service	3.7	3.3	44-56	45-55	2	-2	0
Home Economics	.5	.7	5-95	11-89	300	72	83
Hotel/Motel	1.5	2.1	39-61	36-64	50	66	60

TABLE 45 Continued

Proportion Seatcount Changes - DIVISION/DEPARTMENT
(1986 vs. 1989 - Fall 10th Day)

Division/Department	% Division 86*	% Division 89*	M-F Ratio (%) 86*	M-F Ratio (%) 89*	% Change '86-'89+ Male	% Change '86-'89+ Female	% Change '86-'89+ Total
Business & Services (Continued)							
Interior Dsgn	3.1	4.0	6-94	7-93	50	44	44
Library Tech.	.6	.8	7-93	6-94	25	55	53
Management	3.9	3.4	54-46	57-43	2	-10	-3
Market/Retail	1.3	1.3	54-46	50-50	0	16	8
Office Career	9.7	7.6	6-94	11-89	56	-17	-12
Orn. Horticulture	2.5	2.7	33-67	35-65	31	18	22
Real Estate	2.3	3.1	59-41	59-41	53	54	53
Transportation	.8	1.6	66-34	54-46	81	192	119
Travel/Tourism	14.8	12.6	9-91	9-91	-10	-7	-8
Co-op	.2	.4	26-74	23-77	80	121	111
Division Total	17.9+	16.3+	37-63	41-59	22	5	11
Communications							
English	76.2	77.3	51-49	50-50	15	23	19
Journalism	2.9	2.6	44-56	49-51	18	-3	6
Speech	20.9	20.0	51-49	50-50	9	15	12
Co-op		.1		20-80			
Division Total	8.6+	8.2+	51-49	49-51	14	20	17
Humanities							
Art	20.6	19.4	38-62	41-59	35	20	26
Foreign Language	14.7	16.1	40-60	42-58	53	40	45
History	17.7	19.7	61-39	54-46	32	73	48

TABLE 45 Continued

Proportion Seatcount Changes- DIVISION/DEPARTMENT
(1986 vs. 1989 - Fall 10th Day)

Division/Department	% Division 86*	% Division 89*	M-F Ratio (%) 86*	M-F Ratio (%) 89*	% Change '86-'89+ Male	% Change '86-'89+ Female	% Change '86-'89+ Total
Humanities (Continued)							
Humanities	10.6	8.0	46-54	51-49	11	-9	0
Music	15.2	14.5	49-51	50-50	28	25	26
Philosophy	15.3	16.7	53-47	50-50	36	56	45
Religious Study	1.9	2.2	41-59	44-56	62	48	54
Theater	4.0	3.4	45-55	50-50	25	2	12
Division Total	8.5+	9.2+	47-53	48-52	33	32	33
Natural Science							
Biological Science	13.0	14.4	35-65	38-62	43	27	32
Chemistry	6.7	6.7	57-43	57-43	21	18	20
Earth Science	1.8	2.8	47-53	52-48	102	60	80
Engineering	2.6	2.0	89-11	91-09	-6	-27	-8
Mathematics	43.3	42.7	60-40	56-44	10	30	18
Physical Education	28.0	27.8	50-50	53-47	24	13	19
Physics	4.6	3.5	80-20	79-21	-9	-4	-8
Co-op		.1		33-67			
Division Total	14.8+	14.5+	55-45	54-46	17	23	19
Occup./Vocational Health							
Allied Health	2.0	2.1	13-87	21-79	92	9	20
Child Care	6.9	8.5	3-97	3-97	63	40	41
Envirn. Health	.6	.9	39-61	50-50	118	41	71

TABLE 45 Continued

Proportion Seatcount Changes - DIVISION/DEPARTMENT
(1986 vs. 1989 - Fall 10th Day)

Division/Department	% Division 86*	% Division 89*	M-F Ratio (%) 86*	M-F Ratio (%) 89*	% Change '86-'89+ Male	% Change '86-'89+ Female	% Change '86-'89+ Total
Occup./Vocational (Continued)							
Health (Continued)							
Fire Science	2.5	2.7	76-24	90-10	47	-48	24
Human Service	9.1	12.8	26-74	20-80	22	72	59
Medical Record	1.3	1.7	7-93	2-98	-50	54	47
Nuclear Medicine	.2	.6	90-10	46-54	44		180
Nursing - ADN	11.3	11.1	5-95	6-94	32	11	12
Nursing - Pract.	.2		9-91				
Occup. Therapy		1.3		2-98			
Radiological Tech.	8.2	4.8	14-86	20-80	17	-25	-19
Recreation		.1		0-100			
Respiratory Therapy	1.3	1.1	17-83	32-68	80	-21	-3
Health Co-op	.1		0-100				
(Health Subtotal)	(39.8)	(47.7)	13-87	18-82	89	29	36
Technology							
Air Cond/Heat	9.4	6.9	99-01	97-03	-18	125	-16
Architect Draft	5.2	6.9	82-18	67-33	25	174	52
Auto Service	8.0	6.0	94-06	94-06	-15	-5	-15
Comp. Asst. Dsgn	3.3	2.2	78-22	86-14	-17	-50	-25
Commun. A & S	2.9	3.0	63-37	68-32	28	6	20
Digit. Micro. Tech.	1.6	2.3	97-03	95-05	59	200	63
Electro Mech. Tech.		1.3		95-05			
Electronics	5.9	3.1	90-10	90-10	-40	-36	-39

TABLE 45 Continued

Proportion Seatcount Changes - DIVISION/DEPARTMENT
(1986 vs. 1989 - Fall 10th Day)

Division/Department	% Division 86*	% Division 89*	M-F Ratio (%) 86*	M-F Ratio (%) 89*	% Change '86-'89+ Male	% Change '86-'89+ Female	% Change '86-'89+ Total
Technology (Continued)							
Graphic Arts	4.5	5.7	58-42	54-46	36	58	46
Manufacturing	5.9	6.0	89-11	91-09	14	-7	12
Photography	5.9	5.6	55-45	48-52	-6	23	7
Plastics	2.8	.8	90-10	87-13	-71	-62	-70
Welding	2.2	2.3	89-11	98-02	30	-82	17
Tech. Co-op	.1	.2	100-0	89-11			
(Tech Subtotal)	(60.2)	(52.3)	83-17	79-21	-6	20	-1
Division Total	8.8+	8.2+	55-45	50-50	3	27	14
12th Year Option							
Division Total	.1+	.3+	57-43	52-48	239	312	271
Central Campus							
Campus Total	67.4+	65.8+	48-52	48-52	19	19	19
Academic Alternatives							
Developmental	3.2		29-71				
Indiv. Instruct.	48.3	54.5	41-59	41-59	48	46	47
Indep. Study	.7	.4	34-66	28-72	-36	-14	-22
Learning Lab	30.5	29.2	42-58	43-57	28	22	25
Radio/TV	.7	.6	19-81	28-72	83	12	26
Field Studies	16.6	15.3	37-63	32-68	3	30	20
Division Total	9.3+	10.0+	40-60	40-60	31	30	30

TABLE 45 Continued

Proportion Seatcount Changes - DIVISION/DEPARTMENT
(1986 vs. 1989 - Fall 10th Day)

Division/Department	% Division 86*	% Division 89*	M-F Ratio (%) 86*	M-F Ratio (%) 89*	% Change '86-'89+ Male	% Change '86-'89+ Female	% Change '86-'89+ Total
Business & Prof. Institute							
Division Total	2.7+	3.2+	38-62	39-61	52	44	47
JTPA							
Division Total	.1+		31-69				
Inst. Affair/Com. Ed.							
Off Campus - E	23.4	20.3	31-69	32-68	10	7	8
Off Campus - N	27.5	27.8	38-62	37-63	20	29	26
Off Campus - S	38.9	34.5	32-68	34-66	18	7	11
Off Campus - On	9.0	15.4	34-66	32-68	99	121	113
Off Campus - Other	1.2	2.0	29-71	39-61	168	71	98
Division Total	20.5+	21.0+	34-66	34-66	26	24	25
Open Campus							
Campus Total	32.6+	34.2+	36-64	36-64	30	27	28
College of DuPage			44-56	44-56	22	22	22

* See Table 46 for actual N's. Combines both credit and non-credit seats occupied
\+ Percentage of entire college

TABLE 46

Total Gender Enrollment - DIVISION/DEPARTMENT
(1986 -1989 - Fall 10th Day)

Division/ Department	1986			1987			1988			1989		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Soc/Beh Sciences												
Anthropology	45	60	105	65	60	125	83	91	174	141	142	283
Business Law	238	158	396	216	169	385	245	150	395	264	192	456
Economics	456	286	742	433	339	772	445	338	783	497	311	808
Education	167	378	545	179	368	547	230	397	627	224	394	618
Geography	64	47	111	68	93	161	85	65	150	125	99	224
Political Sci	169	87	256	198	146	344	238	178	416	272	195	467
Psychology	630	925	1555	568	995	1563	679	1047	1726	678	1085	1763
Social Science	27	41	68	5	22	27		17	17	2	12	14
Sociology	282	346	628	282	406	688	345	451	796	419	514	933
Division Total	2078	2328	4406	2014	2598	4612	2350	2734	5084	2622	2944	5566
Business & Services												
Accounting	532	632	1164	526	662	1188	524	653	1177	617	612	1229
Advertising Dsgn	234	383	617	282	363	645	300	361	661	383	325	608
Business	317	290	607	346	295	641	350	300	650	435	352	787
Computer Inf Sys	1037	901	1938	1031	914	1945	1079	941	2020	1112	969	2081

TABLE 46 Continued

Total Gender Enrollment - DIVISION/DEPARTMENT
(1986 -1989 - Fall 10th Day)

Division/ Department	1986			1987			1988			1989		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Business & Services (Continued)												
Criminal Justice	310	109	419	356	137	493	370	217	587	485	198	683
Facilities Mgmt				40	33	73	58	20	78	40	12	52
Fashion Dsgn	13	227	240	12	231	243	20	219	239	19	208	227
Food Service	149	187	336	112	178	290	138	197	335	152	183	335
Home Economics	2	39	41	5	77	82	5	73	78	8	67	75
Hotel/Motel	52	82	134	48	70	118	76	107	183	78	136	214
Interior Dsgn	18	262	280	25	331	356	27	326	353	27	376	403
Library Tech	4	51	55	3	54	57	3	62	65	5	79	84
Management	188	163	351	184	146	330	197	150	347	192	147	339
Market/Retail	65	55	120	67	69	136	63	65	128	65	64	129
Office Career	52	825	877	86	842	928	78	817	895	81	687	768
Orn Horticulture	74	152	226	113	174	287	108	167	275	97	179	276
Real Estate	120	84	204	122	94	216	146	105	251	184	129	313
Supermarket				52	12	64						
Transportation	48	25	73	51	32	83	69	39	108	87	73	160
Travel/Tourism	124	1217	1341	142	1144	1286	133	1369	1502	112	1127	1239

TABLE 46 Continued

Total Gender Enrollment - DIVISION/DEPARTMENT
(1986 -1989 - Fall 10th Day)

Division/ Department	1986			1987			1988			1989		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Business & Services (Continued)												
Co-op	5	14	19	9	23	32	8	21	29	9	31	40
Division Total	3344	5698	9042	3612	5881	9493	3752	6209	9961	4088	5954	10042
Communications												
English	1692	1614	3306	1837	1735	3572	1889	1763	3652	1941	1978	3919
Journalism	55	70	125	47	67	114	61	66	127	65	68	133
Speech	461	446	907	482	521	1003	507	502	1009	502	511	1013
Co-op				1		1				1	4	5
Division Total	2208	2130	4338	2367	2323	4690	2457	2331	4788	2509	2561	5070
Humanities												
Art	332	550	882	342	608	950	389	710	1099	449	659	1108
Foreign Lang	251	378	629	281	413	694	319	456	775	385	529	914
History	461	295	756	471	376	848	567	429	996	609	509	1118
Humanities	207	246	453	189	254	443	197	303	500	230	223	453
Music	320	332	652	372	362	734	386	380	766	408	414	822
Philosophy	348	307	655	371	403	774	417	415	832	472	479	951

TABLE 46 Continued

Total Gender Enrollment - DIVISION/DEPARTMENT
(1986 -1989 - Fall 10th Day)

Division/ Department	1986			1987			1988			1989		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Humanities (Continued)												
Religious Study	34	48	82	38	40	78	61	73	134	55	71	126
Theater	76	94	170	73	93	166	96	114	210	95	96	191
Division Total	2029	2250	4279	2137	2549	4686	2432	2880	5312	2703	2980	5683
Natural Science												
Biological Sci	340	634	974	404	698	1102	432	799	1231	485	802	1287
Chemistry	283	214	497	288	200	488	312	206	518	342	253	595
Earth Science	64	73	137	66	82	148	98	100	198	129	117	246
Engineering	170	22	192	178	15	193	179	22	201	160	16	176
Mathematics	1927	1307	3234	1945	1425	3370	2033	1547	3580	2115	1693	3808
Physical Educ	1049	1041	2090	1193	1061	2254	1230	1243	2473	1305	1177	2482
Physics	274	69	343	236	55	291	232	67	299	249	66	315
Co-op				2		2	1		1	1	2	3
Division Total	4107	3360	7467	4312	3536	7848	4517	3984	8501	4786	4126	8912
Occup/Vocation Health												
Allied Health	12	77	89	13	70	83	15	75	90	23	84	107

TABLE 46 Continued

Total Gender Enrollment - DIVISION/DEPARTMENT
(1986 -1989 - Fall 10th Day)

Division/ Department	1986			1987			1988			1989		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Occup/Vocation (Continued) Health												
Child Care	8	300	308	13	328	341	7	348	355	13	420	433
Envirn Health	11	17	28	12	16	28	16	14	30	24	24	48
Fire Science							117	23	140	125	14	139
Human Service	107	299	406	94	387	481	111	468	579	131	514	645
Medical Record	4	54	58	2	62	64	2	57	59	2	83	85
Nuclear Med	9	1	10	7	24	31	14	20	34	13	15	28
Nursing-ADN	25	478	503	37	487	524	31	493	524	33	531	564
Nursing-Pract	1	10	11		10	10						
Occup Therapy					36	36	3	29	32	1	65	66
Radiological Tec	42	258	300	60	215	275	54	188	242	49	193	242
Recreation				2	1	3	3	5	8		3	3
Respiratory Ther	10	48	58	20	42	62	20	42	62	18	38	56
Health Co-op		1	1		1	1		2	2			
(Health subtot)	229	1543	1772	260	1679	1939	393	1764	2157	432	1984	2416

TABLE 46 Continued

Total Gender Enrollment - DIVISION/DEPARTMENT
(1986 -1989 - Fall 10th Day)

Division/ Department	1986			1987			1988			1989		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Occup/Vocation (Continued) Technology												
Air Cond/Heat	414	4	418	356	11	367	343	18	361	341	9	350
Architect Draft	188	42	230	156	63	219	210	58	268	235	115	350
Auto Service	335	20	355	316	18	334	264	11	275	284	19	303
Comp Asst Dsgn	115	32	147	124	31	155	139	41	180	95	16	111
Commun A & S	81	47	128	117	46	163	91	50	141	104	50	154
Digit Micro Tec	69	2	71	105	5	110	113	7	120	110	6	116
Electro Mech Tec							17		17	61	3	64
Electronics	237	25	262	163	26	189	152	14	166	143	16	159
Fire Science	85	27	112	90	25	115						
Graphic Arts	116	84	200	124	84	208	171	156	327	158	133	291
Manufacturing	243	30	273	285	28	313	287	50	337	277	28	305
Photography	145	120	265	151	141	292	125	148	273	137	147	284
Plastics	112	13	125	93	7	100	61	7	68	33	5	38
Welding	87	11	98	104	3	107	102	6	108	113	2	115
Tech Co-op	1		1	4	2	6	10	3	13	8	1	9

TABLE 46 Continued

Total Gender Enrollment - DIVISION/DEPARTMENT
(1986 -1989 - Fall 10th Day)

Division/ Department	1986 Male	1986 Female	1986 Total	1987 Male	1987 Female	1987 Total	1988 Male	1988 Female	1988 Total	1989 Male	1989 Female	1989 Total
Occup/Vocation (Continued) Technology												
(Tech subtotal)	2228	457	2685	2188	490	2678	2085	569	2654	2099	550	2649
Division Total	2457	2000	4457	2448	2169	4617	2478	2333	4811	2531	2534	5065
12th Year Option												
Division Total	33	25	58	55	24	79	45	39	84	112	103	215
Central Campus												
Campus Total	16256	17791	34047	16945	19080	36025	18031	20510	38541	19351	21202	40553
Academic Alternative												
Developmental	43	107	150	70	129	199	118	195	313			
Indiv. Instruct	934	1340	2274	1064	1420	2484	1203	1681	2884	1382	1951	3333
Indep Study	11	21	32	8	16	24	14	20	34	7	18	25
Learn Lab	609	827	1436	694	924	1618	813	1197	2010	777	1011	1788
Radio/TV	6	25	31	19	43	62	19	27	46	11	28	39
Field Studies	289	492	781	455	819	1274	389	806	1195	298	639	937
Division Total	1892	2812	4704	2310	3351	5661	2556	3926	6482	2475	3647	6122

TABLE 46 Continued

Total Gender Enrollment - DIVISION/DEPARTMENT
(1986 -1989 - Fall 10th Day)

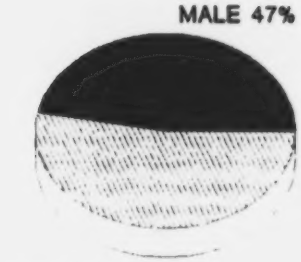
Division/ Department	1986			1987			1988			1989		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bus & Prof Institute												
Division Total	505	837	1342	.915	915	1830	875	1158	2033	767	1202	1969
JTPA												
Division Total	8	18	26		14	14						
Inst Affair/Com Ed												
Off Campus - E	751	1670	2421	710	1584	2294	741	1754	2495	824	1785	2609
Off Campus - N	1086	1758	2844	1021	1815	2836	1115	2100	3215	1308	2261	3569
Off Campus - S	1269	2732	4001	1229	2664	3893	1423	2940	4363	1498	2935	4433
Off Campus - On	318	612	930	559	985	1544	531	1004	1535	632	1353	1985
Off Campus Othr	37	92	129	5	22	27				99	157	256
Division Total	3461	6864	10325	3524	7070	10594	3810	7798	11608	4361	8491	12852
Open Campus												
Campus Total	5866	10531	16397	6749	11350	18099	7241	12882	20123	7603	13340	20943
Col. of DuPage	22122	28322	50444	23694	30430	54124	25272	33392	58664	26954	34542	61496

Source: MIS 7010 #62

FIGURE 15

GENDER BY DIVISION (FALL 1989)

SOC & BEH SCI

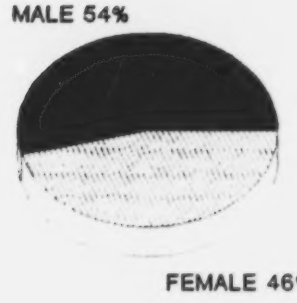


BUS & SER

COMMUNICATIONS

HUMANITIES

NAT SCI



OCCUP & VOC

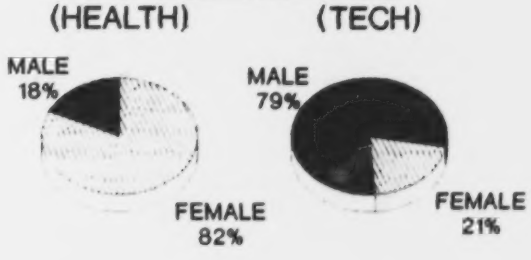
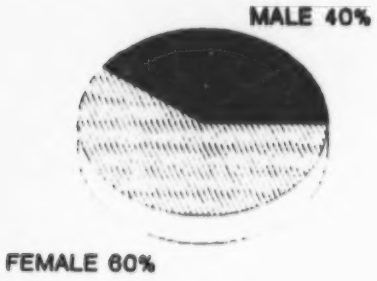


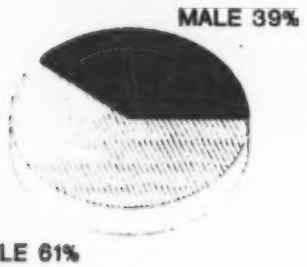
FIGURE 15 (Cont'd.)

GENDER BY DIVISION (FALL 1989)

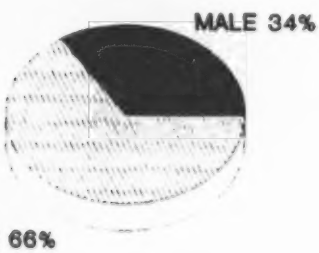
ACADEMIC ALTERNATIVES



BUSINESS & PROFESSIONAL INSTITUTE



INSTRUCTIONAL AFFAIRS/ COMMUNITY EDUCATION



ICCB FUNDING CATEGORY

Introduction

The previous section presented the student-curriculum interface as viewed for local decision-making. The state 2-year college governing agency, however, views this linkage in a different framework for examining systemwide trends and supporting their lobbying efforts. They collapse enrollment into the broad funding categories seen in Table 47. This table was prepared to show how the state (ICCB) views the college vs. how it views itself. There will likely be some obvious and large discrepancies between the numbers intuitively expected and what appears. Keep in mind (1) ICCB groups courses differently, (2) this Table shows course enrollment, not intent, and (3) these are 10th day statistics. ICCB utilizes mid-term enrollments, converted to semester equivalents, to establish funding. Merely use the data to gain some awareness of the differences in the C.O.D. curriculum as seen through the state's eyes.

Observations And Highlights

- In 1989, two-thirds of the FTES generated by students at C.O.D. were in courses identified as Baccalaureate and General Academic Transfer. (47)
- The three Occupational/Vocational categories combined to produce 26% of all FTES in 1989. (47)
- Remedial Education/ABE/ASE generate 7% of all FTES in 1989. (47)
- In 1989, 78% of all Baccalaureate/General Academic Transfer FTES is generated through Central-sponsored classes. (47
- Among the three occupational categories, 78% of Business, 83% of Technical and 89% of Health FTES are generated through Central classes. (47)
- In 1989, 31% of Remedial Education and virtually 100% of ABE/ASE FTES is through Open-sponsored curricula. (47)
-
-
-

Key Implications/Issues

- How much should the state funding structure influence local decisions?
- Should C.O.D. maintain a dual bookkeeping system to study the impact of local decisions before submitting required reporting to the state?
-
-
-

TABLE 47
Campus Enrollment - ICCB FUNDING CATEGORY

(10th Day - Fall Term)

ICCB Funding Category	Central Credit Seats	Central FTES	Open Seats N-Cred	Open Seats Credit	Open FTES	C.O.D. Total Seats	C.O.D. FTES
1986							
Bacc/Gen Acad	22159	5957.0		6195	1635.2	28354	7592.2
Bus Occup/Voc	3391	887.1		1083	253.7	4474	1140.8
Tech Occup/Voc	6556	1666.0		1214	298.5	7770	1964.5
Hlth Occup/Voc	1095	270.1		48	21.7	1143	291.8
Remedial Educ	816	246.1		602	128.3	1418	374.4
ABE/ASE				1370	295.7	1370	295.7
Gen Study	30	3.4		646	109.4	676	112.8
Other			5239			5239	
Total N	34047	9029.7	5239	11158	2742.4	50444	11772.2
1987							
Bacc/Gen Acad	23693	6412.9		6719	1783.9	30412	8196.8
Bus Occup/Voc	3469	905.4		1218	264.5	4687	1169.9
Tech Occup.Voc	6899	1728.4		1204	284.0	8103	2012.4
Hlth Occup/Voc	1205	295.7		73	35.1	1278	330.8
Remedial Educ	877	261.3		673	126.4	1550	387.7
ABE/ASE				1533	326.9	1533	326.9
Gen Study	43	4.7		699	125.0	742	129.7
Other			5958			5958	
Total N	36186	9608.4	5958	12119	2945.8	54263	12553.3

TABLE 47 Continued
Campus Enrollment - ICCB FUNDING CATEGORY

(10th Day - Fall Term)

ICCB Funding Category	Central Credit Seats	Central FTES	Open Seats N-Cred#	Open Seats Credit	Open FTES	C.O.D. Total Seats#	C.O.D. FTES
1988							
Bacc/Gen Acad	25589	6892.9		7654	2017.1	33243	8910.0
Bus Occup/Voc	3660	961.1		1199	268.5	4859	1229.7
Tech Occup/Voc	7222	1808.6		1340	310.8	8562	2119.4
Hlth Occup/Voc	1158	283.6		61	37.3	1219	320.9
Remedial Educ	859	252.9		1092	184.7	1951	437.6
ABE/ASE	10	.7		1903	409.5	1913	410.1
Gen Study	43	5.5		822	151.0	865	156.5
Other			6052			6052	
Total N	38541	10205.3	6052	14071	3378.9	58664	13584.2
1989							
Bacc/Gen Acad	26999	7393.2		8046	2114.1	35045	9507.3
Bus Occup/Voc	3693	994.6		1225	286.5	4918	1281.1
Tech Occup/Voc	7151	1798.3		1527	357.3	8678	2155.6
Hlth Occup/Voc	1322	323.1		60	40.0	1382	363.1
Remedial Educ	1318	401.3		993	178.0	2311	579.3
ABE/ASE	17	1.1		2114	462.5	2131	463.6
Gen Study	53	6.7		792	143.5	845	150.2
Other			6186			6186	
Total N	40553	10918.4	6186	14757	3581.9	61496	14500.3

Source: MIS 7010 #20. See ICCB manual Section II -page 5- for category components

Note: ICCB excludes all non-credit from consideration. Credit seatcount and FTES are valid numbers from state perspective.

DECLARED INTENT

Introduction

Before presenting the actual information, there are several significant points of context which must be made. The findings and implications will be distorted if the reader does not keep them in mind. First, the terms "Declared Major" or "Intent" are often used interchangeably with "Programs" in common parlance, but there is a difference. Declared Major/Intent is what the student tells the college he/she is planning to study. Program, on the other hand, is a college-specified criteria a student must meet to be certified as knowledgeable in a particular area.

Proper interpretation also requires awareness of several interactive factors that influence the data volatility which is immediately evident in Table 49. First, the data is student generated and they change their minds about why they are attending. Second, a student can only indicate a single intent for attending when there are usually multiple motivating factors. For example, a student who comes to C.O.D. planning to transfer to a university majoring in psychology can either check "Transferring to a 4-Year School" or "Majoring in Psychology" (translates to earning an A.A. at C.O.D.), but not both options. Third, the college, in certain instances, has changed its perception of the function a particular course serves for a group of students. For example, in the past students taking in-plant courses through BPI were all reported as "Personal Enrichment" until a college decision changed them to "Upgrade Job Skills". This would cause a marked change in both categories. Fourth, at each registration students are encouraged to declare an intent/major rather than remain "Undecided" because the retention literature shows the former tend to be more persistent. Also, there is a definite difference between an "Undecided" student and one with "No Definite Purpose" but the latter has not been a selection option in the past. Fifth, student intent is also partly a function of the curricular offerings students have to choose from each term.

Given these and other factors that enter into a student's decision to pursue a college education, especially at the community college level, it is best to consider the following as merely indicative of general trends by category. When marked changes occur between years look to some of the points cited as plausible explanations. The most current year will be the reference point.

Observations And Highlights

- In 1989, approximately 29% declared their intent to transfer with either an undefined major or with an A.A. or A.S. degree. (47)

- In 1989 among two liberal arts degree seekers, almost four-fifths were pursuing an A.A. degree. This indirectly reflects the state-approved academic transfer disciplines students can choose from at C.O.D. (47)

- There is a gender difference among liberal arts seekers. Females outnumber males 3:2 among Associate of Arts but the ratio is reversed for students desiring an Associate of Science. (47) (Graphic)

- Students declaring an A.A. intent represent one-fifth of the entire student body in 1989. 47) (Graphic)

- Students desiring an A.S. degree is the only category where males outnumber females. (47)

- Students desiring the 2-Year Associate of Applied Science degree comprise almost 16% of the student body. There has been a distinct shift toward greater female enrollment as evidenced by the male-female ratio (36-64). (47)

- Both A.A.S. and occupational certificate seekers have declined as a proportion of the total student body since 1986 even though the absolute number of such students has remained about the same. Together they make up 24% of all students in 1989. (47)

- Just over 1 of every 5 students attending C.O.D. in 1989 was there to upgrade their job skills and 57% of them were women. (47)

- Almost 1 of every 7 students attending C.O.D. in 1989 was there for personal enrichment and 65% of them were women. The dramatic drop in 1987 was largely attributable to shifting BPI enrollees from 'Personal Enrichment' to 'Upgrade Job Skills'. (48)

- Nearly 5% were at C.O.D. to improve their basic skills through either Adult Basic Education or Adult Secondary Education (G.E.D.). In 1986, there were 792 people (2.9%) who came for such assistance. Today 1605, which is a 102% increase, attend to improve their basic competencies. (47)

- The small number of Undecided/Unknown (1294) results from the college practice of encouraging a specific intent be declared to help each student develop some educational focus. (48)

- Less than 100 students sought the Associate of General Studies degree. (48)

Key Implications/Issues

How reflective are the declared intents of the true goals students seek through C.O.D.?

- Do current college services and experiences address diverse intents or do the diverse intents accommodate to available services and experiences?

- What will be the likely change in each intent category in five years? Is the college prepared to serve these intents?

- What significance should be placed on the diverse male-female ratios which exist between the various intent categories?

- What purpose is served by knowing each student's intent? Does the student truly know why they are attending?

- How closely does the institutionally-constructed framework of intents designed to facilitate governance coincide with the student's reasons for attending?

- Should the college improve its intent identification and tracking system within the multiple entry-multiple exit environment which currently exists?

TABLE 48

Proportion Headcount Changes - DECLARED INTENT
(1986 VS. 1989)

Declared Intent	% Total		M-F Ratio (%)		% Change '86-'89+		
	86*	89*	86*	89*	Male	Female	Total
A.A. Degree	8.0	19.2	32-68	43-57			
A.S. Degree	5.6	4.9	60-40	59-41			
A.G.S. Degree	12.5	.3	41-59	49-51			
A.A.S. Degree	18.8	15.7	41-59	36-64			
Occup. Certificate	10.4	8.4	38-62	36-64			
Adult Basic Educ.	2.5	4.2	45-55	47-53			
Adult Second Educ.	.4	.7	47-53	44-56			
Occup. Career Explore	1.4	1.5	39-61	37-63			
Upgrade Job Skills	3.0	21.3	43-57	43-57			
Transfer 4-Yr	17.3	4.8	48-52	48-52			
Personal Enrichment	20.1	15.1	36-64	35-65			
Undecided/Unknown		3.9		44-56			
Total N	27163	32619	41-59	41-59			

* See Table 49 for actual N's

\+ Not determined because fluctuations are based on numerous factors and are too varied to be meaningful

TABLE 49

Total Gender Enrollment - DECLARED INTENT
(Fall Term)

Declared Intent	AA Deg	AS Deg	AGS Deg	AAS Deg	Occup Cert	Adult Basic Education	Adult Sec. Ed. (GED)	Occup Career Explore	Upgrade Job Skill	Transfer 4-Yr. Inst	Personal Enrich	Undecided/ Unknown	Total
1986													
Male	695	922	1402	2073	1062	308	54	150	351	2245	1953		11215
Female	1479	605	1999	3025	1764	370	60	233	473	2462	3478		15948
Total N	2174	1527	3401	5098	26	678	114	383	824	4707	5431		27163
1987													
Male	2703	1257	565	1860	931	333	56	131	2145	584	1389	18	11972
Female	3640	944	729	3102	1516	441	60	227	2906	632	2695	26	16918
Total N	6343	2201	1294	4962	2447	774	116	358	5051	1216	4084	44	28890
1988													
Male	2658	1009	23	1940	957	432	44	164	2894	640	1433	482	12676
Female	3685	727	27	3173	1816	482	50	271	4079	713	2679	662	18364
Total N	6343	1736	50	5113	2773	914	94	435	6973	1353	4112	1144	31040
1989													
Male	2700	929	48	1869	972	643	103	179	2958	737	1732	563	13433
Female	3554	654	50	3251	1764	728	131	307	4004	815	3197	731	19186
Total N	6254	1583	98	5120	2736	1371	234	486	6962	1552	4929	1294	32619

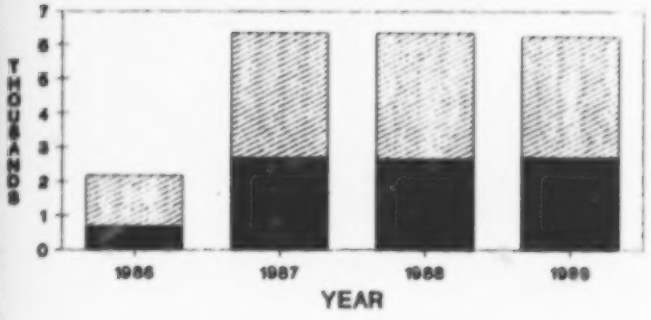
Source: MIS 7010 #68 and #58

FIGURE 16

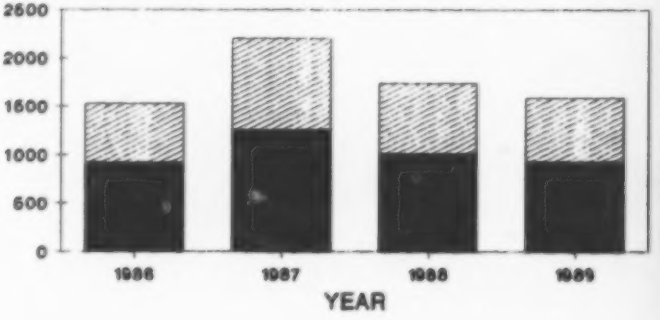
GENDER BY DECLARED INTENT

FALL 10TH DAY

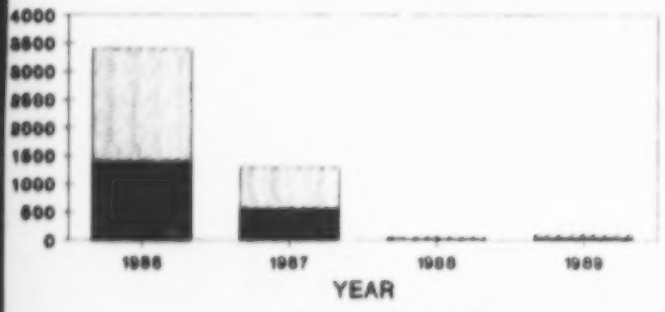
A.A. DEGREE



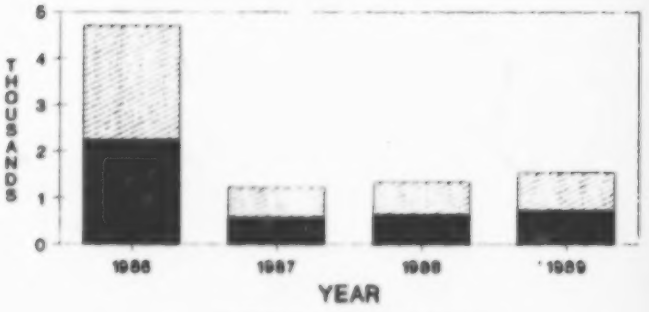
A.S. DEGREE

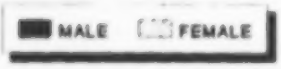


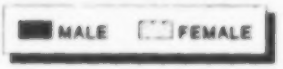
A.G.S. DEGREE



4-YEAR TRANSFER (UNDECIDED MAJOR)







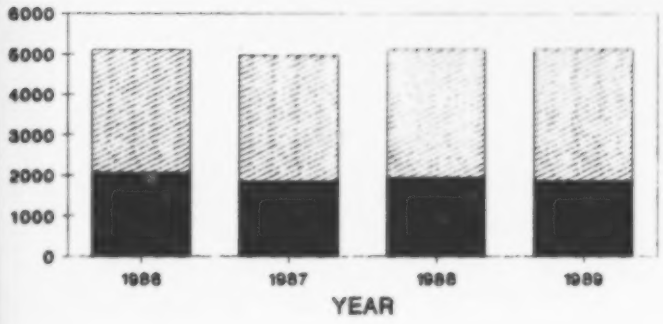
NOTE Y-AXIS VARIES WITH EACH GRAPH

FIGURE 16 (Cont'd.)

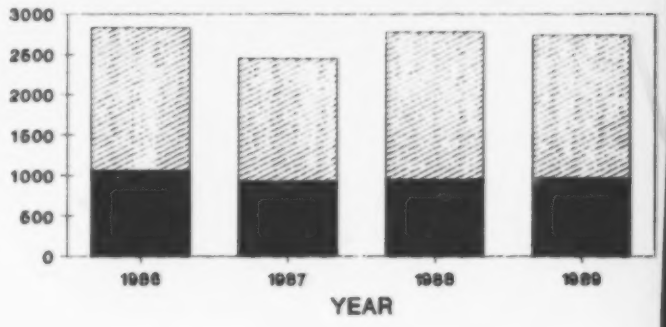
GENDER BY DECLARED INTENT

FALL 10TH DAY

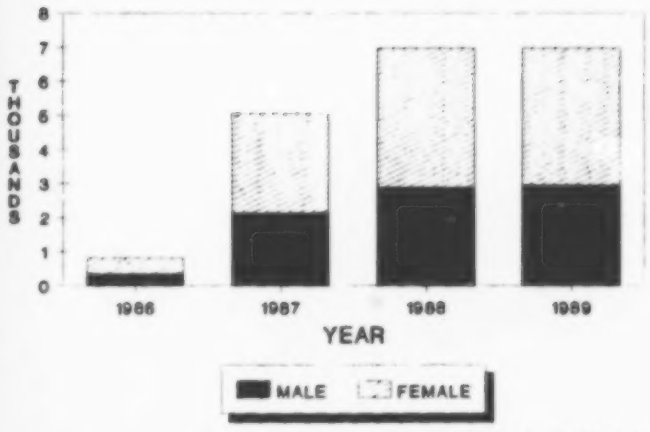
A.A.S. DEGREE



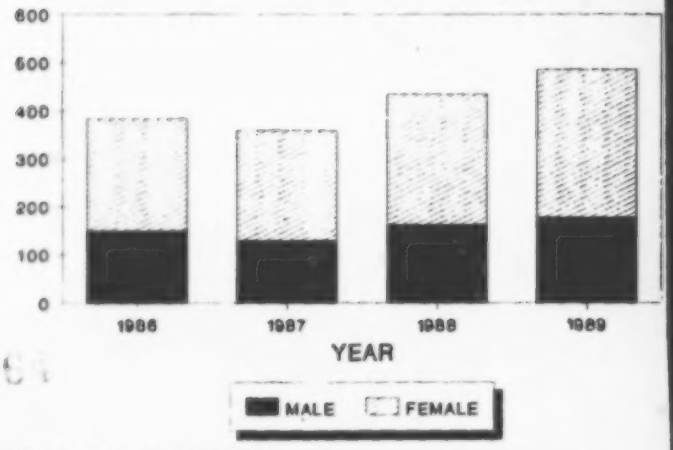
CERTIFICATE



UPGRADE JOB SKILLS



EXPLORE OCCUP CAREERS



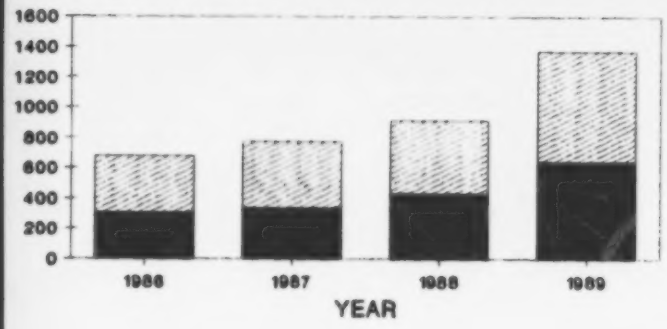
NOTE Y-AXIS VARIES WITH EACH GRAPH

FIGURE 16 (Cont'd.)

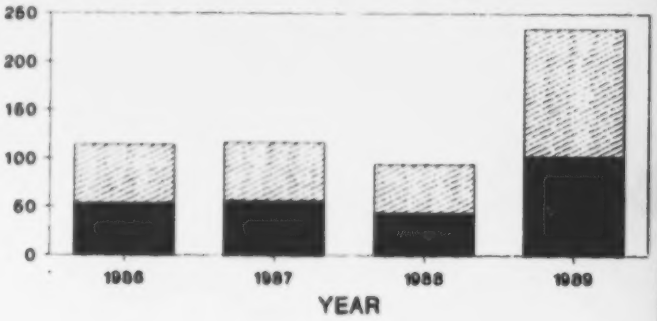
GENDER BY DECLARED INTENT

FALL 10TH DAY

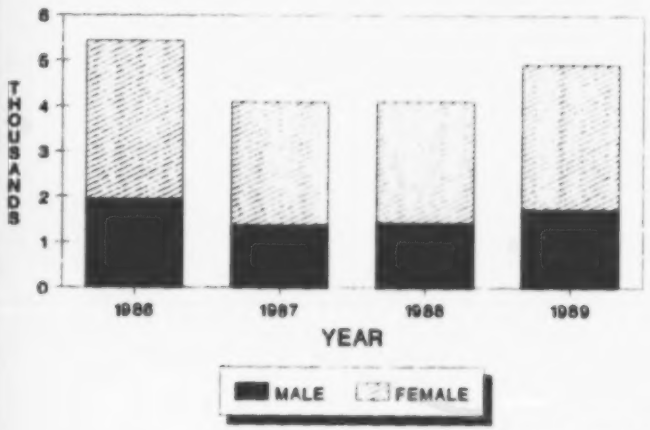
ADULT BASIC ED (ABE)



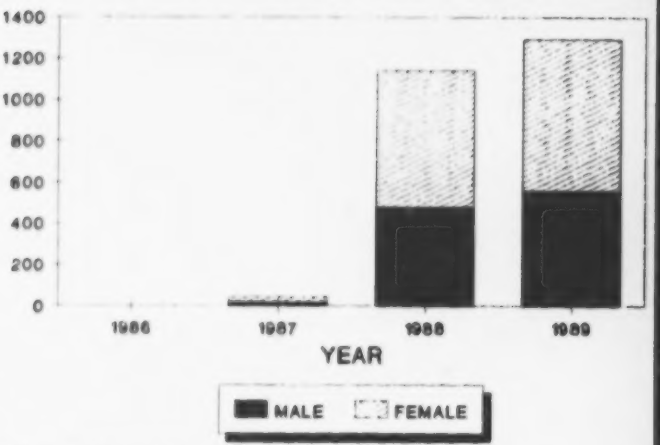
ADULT SEC ED (ASE/GED)



PERSONAL ENRICHMENT



UNDECIDED/UNKNOWN



NOTE Y-AXIS VARIES WITH EACH GRAPH

OCCUPATIONAL PROGRAM

Introduction

Offering students the opportunity to pursue a curricula which develops proficiency in an occupational/vocational specialty is a substantial part of the community college mission. Currently, half of all courses in the entire C.O.D. curriculum are recognized by the state as occupational. Clearly, it is important to understand the enrollment pattern by occupational program. Further, what is the gender distribution by program and is it changing? The term 'Program' will refer to both degree and certificate seekers combined in this section.

Currently C.O.D. has 44 programs in occupational and vocational fields. Within each program it may be possible to pursue either a two-year A.A.S. degree and/or a certificate path(s) of shorter duration and requirements. For analysis purposes all 44 occupational program have been categorized into one of four major clusters: Business and Services, Business and Management, Health, and Technology. The first two, Business & Service and Business & Management, are under the Dean of Business and Services division. The Health and Technology clusters are supervised by the Dean of Occupational and Vocational Education division. These clusters coincide with the current departmental governance structure, but remember, these are the declared majors of individual students not departments. Also, these are self-declared student choices but it does not necessarily signify that they are actually in such programs. Many of the Health programs have admittance standards, e.g., Nursing, so the student declaration to seek the ADN degree does not automatically grant admission. This data does not imply that these students all remain in the program they start nor that they attain their occupational degree/certificate goal. It only indicates their plan on each Fall Term 10th day.

The following highlights will focus on cluster patterns for brevity but each program trend should be examined individually. They explain the cluster changes. Especially note the male-female ratio and change by program since 1986 in Table 50 and Figures 17-20. Compare changes against stereotypes of male or female occupations. Also, look for growth and decline trends within each program.

Observations And Highlights

- Except for 1987, the number of students in occupational program has been about 7900. (51)

- About 65% of the occupational students plan to seek an A.A.S. degree with the remaining 35% desiring a certificate. (52)

- Occupational students constitute 24% of the student body today as opposed to 29% in 1986. This means 3 out of every 4 students are coming for reasons other than completing a specific occupational program (See also Declared Intent section). (50)

- Occupational programs as a whole have a male-female ratio of 36-64 while all other intents combined have 43-57 ratio. Collegewide, the ratio is 41-59. Women are more likely to seek occupational careers but it may be a function of the kinds of programs being offered. (50)

- Between 1986 and 1989, the number of students seeking an occupational program declined -1% while non-occupational intents rose 29% and the college went up 20%. (50)

- Since 1986 overall the number of A.A.S. degree seekers has remained almost constant while those seeking a certificate has diminished -3%. (52)

- In 1986, there were 11,215 males enrolled at C.O.D. and 28% of them were seeking an occupational program. That same year, 30% of the 15,948 females were also occupational. In 1989, occupational males had dropped to 21% while females had declined to 26%. Fewer students were choosing occupational programs proportionally but the decline rate was greater for males. (51)

- Three of the four clusters, Business and Services, Business and Management, and Health are female dominant. Together they account for 92.5% of all 5,015 females enrolled in occupational programs in 1989. (51)

- Business and Services (B/S) cluster has 8 programs. It has 300 fewer students than 1986 (-12%) but still represents 26% of all occupational enrollment. It also declined relative to the other three clusters. (50)

- In 1989, B/S contained three of the five largest occupational programs. They were Computer Information Systems - 2, Accounting - 4, and Office Careers - 5. Together they constitute 70% of the entire cluster. (50)

- The B/S cluster male-female ratio currently is 31-69. Since 1986, the males have declined 70% more than females for the cluster as a whole. (50)

- In 1986, B/S attracted 31% of all A.A.S. and 26% of all certificate seeking students at C.O.D. By 1989, they had dropped to 27% and 24% respectively. (52)

- Within B/S the degree-certificate ratio has held stable at 2:1 since 1986 even though degree seekers have dropped -14% compared to -9% for certificate seekers. There is wide diversity within programs. (52)

- Computing and Information systems have created a wide variety of certificate options but more than 8 of every 10 CIS majors still chooses the A.A.S. degree options. (52)

- Business and Management (B/M) cluster contains 10 programs. It has just over 30% of all occupational program enrollees and grew 5% since 1986 while B/S lost ground. (50)

- B/M is three-fourths female but there are significant gender deviations between programs. (50)

- B/M has the largest occupational program at C.O.D. - Travel/Tourism. It contains 31% of the entire cluster enrollment. (50)

- In 1989, B/M enrolled 27% of all A.A.S. and 37% of all certificate students. The number of A.A.S. seekers in this cluster has risen 8% since 1986 while certificate seekers only grew 1%. (52)

- Within B/M the degree certificate ratio is 58-42 but the proportion of A.A.S. degree seekers ranges from 71% in Marketing to 44% in Travel/Tourism. (52)

- Were it not for Travel/Tourism, 70% of the B/M students would be on the two-year degree track. (52)

- Health cluster has 14 programs. It has 21% of all occupational program enrollees and grew 14% since 1986. Nine of these programs are either exclusively degree or certificate. (52)

- The male-female ratio for Health is 13-87 and the proportion of females would be even higher if Fire Science were not included. (50)

- Only 8% of all occupational program males are in Health cluster programs and 57% of that group are in either Fire Science or Human Service. (51)

- In 1989, three programs accounted to 73% of the entire Health cluster. They were ADN Nursing, Child Care, and Human Services. (50)

- ADN Nursing is the third largest occupational program in 1989. (51)

- Health enrolled 23% of all A.A.S. and 17% of all certificate students in 1989. The number of degree seekers in this cluster was 21% higher than 1986 but the number of certificate enrollees declined -1%. (52)

- Health cluster composite has almost 3 degree seekers for every certificate seeker overall but some programs are exclusively degree and others entirely certificate. Clearly students who choose programs in this cluster are looking at 2-3 years of sustained full time commitment to earn their A.A.S. (52)

- Technology cluster contains 12 programs. It constitutes 23% of all occupational program enrollment. Since 1986 the cluster has declined -5%. (50)

- Technology is the only cluster that is male dominant. Even though males declined -12% while females went up 33% since 1986 in this cluster the male-female ratio is still 79-21. (50)

- Half of all 2,841 occupational males in 1989 declared majors in the Technology programs. (51)

- More women are going into Technology cluster programs than men are entering the Health cluster. (51)

- Tech ology has 23% of all A.A.S. and almost 22% of all certificate students in 1989. Since 1986, this cluster has dropped approximately -5% in both degree and certificate enrollees. (52

- Technology overall has 67% of its program enrollees pursuing the A.A.S. degree but, excluding DMT and Welding as exclusive programs, the range goes from 85% for Architectural Drafting majors to 51% for Air Conditioning/Heating. (52)

- The top 5 occupational programs cited above together account for 34% of all program enrollees in 1989. (50)
-
-
-

Key Implications/Issues

- What factors account for the lack of overall occupational program growth relative to the rest of the college?

- Why is the occupational program structure so female-dominant? Are C.O.D. program offerings more attractive to females or has program development been a response to the educational needs of greater numbers of females who are attending?

- What accounts for the changes occurring within each program?

- Has C.O.D. anticipated and begun preparation for emerging occupational needs in District 502 and the region?

- Does the college have an accurate and efficient procedure for identifying and tracking occupational program enrollees?

- Does the college monitor/manage programs or treat disciplines and programs as synonymous entities for governance purposes?

- Do the A.A.S. degrees and certificates serve to assist the student in attaining their goals? If not, why?

- What process is employed to establish the need for creation of new programs or add new options to existing programs? What criteria are utilized to assess a program's effectiveness and formulate judgments regarding expansion or termination?
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-
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TABLE 50

Proportion Headcount Changes - OCCUPATIONAL PROGRAM
(1986 VS. 1989)

Cluster/Program	% Total 86*	% Total 89*	M-F Ratio (%) 86*	M-F Ratio (%) 89*	% Change '86-'89+ Male	% Change '86-'89+ Female	% Change '86-'89+ Total
Business & Service							
Accounting	18.1	23.6	24-76	25-75	22	12	14
Criminal Justice	6.4	8.9	76-24	73-27	19	36	23
Computer Info. Sys.	40.4	27.8	45-56	40-60	-47	-34	-40
Facility Management		1.2		58-42			
Library Technology	2.3	4.4	2-98	7-93	500	59	67
Office Careers	20.4	19.4	3-97	2-98	-39	-16	-16
Orn. Horticulture	5.9	6.6	27-73	32-68	17	-8	-2
Real Estate	6.5	8.1	52-48	50-50	6	14	10
Cluster N	2303	2025	33-67	31-69	-17	-10	-12
Cluster %	29.1	25.7					
Business & Management							
Advertising Design	12.7	13.8	37-63	44-56	36	1	14
Fashion Design	7.4	7.6	3-97	3-97	20	7	7
Food Service	5.7	4.9	53-47	53-47	-10	-8	-9
Hotel/Motel	5.4	6.5	40-60	39-61	25	29	27
Interior Design	9.8	13.5	5-95	4-96	30	44	43
Market/Retail	7.1	7.3	45-55	38-62	-8	21	8
Management	13.2	12.0	46-54	40-60	-17	6	-4
Supermarket	.3	.6	100-0	93- 7	117	100	133
Transportation	2.4	2.9	50-50	57-43	44	11	28
Travel/Tourism	36.0	30.9	8-92	8-92	-13	-10	-10
Cluster N	2275	2385	24-76	24-76	5	5	5
Cluster %	28.7	30.4					

TABLE 50 Continued

Proportion Headcount Changes - OCCUPATIONAL PROGRAM
(1986 VS. 1989)

Cluster/Program	% Total 86*	% Total 89*	M-F Ratio (%) 86*	M-F Ratio (%) 89*	% Change '86-'89+ Male	% Change '86-'89+ Female	% Change '86-'89+ Total
Health							
Behavior Medicine		.1		100-0			
Child Care	19.6	21.6	1-99	1-99	-25	26	26
Environmental Health	.3	.4	60-40	50-50	0	33	20
Fire Science	6.5	5.3	81-19	82-18	-8	-11	-8
Human Service	14.4	20.4	25-75	16-84	2	80	61
Medical Records	5.2	5.5	13-87	7-93	-40	29	20
Nuclear Medicine	.5	.7	29-71	58-42	250	0	71
Nursing - ADN	23.5	29.5	6-94	5-95	32	43	43
Nursing - Practical	10.3	.7	3-97	0-100		-92	-92
Occup. Therapy	2.2	4.2	13-87	9-91	50	129	119
Radiology	11,9	8.6	16-84	22-78	19	-25	-18
Recreation Leader	1.0	.4	7-93	40-60	100	-79	-67
Respiratory Therapy	4.6	2.6	22-78	20-80	-36	-28	-29
Cluster N	1457	1656	15-85	13-87	-1	16	14
Cluster %	18.4	21.1					
Technology							
Air Condition/Heat.	12.5	11.6	98- 2	97- 3	-14	75	87
Architect Draft	12.3	15.4	79-21	76-24	15	33	19
Auto Service	12.3	10.1	96-4	96- 4	78	-30	-22
Commun. A & S	3.6	7.8	62-38	67-33	124	77	106
Digital Micro. Tech.		2.8		88-12			
Elect. Mech. Tech.		.4		100-0			

TABLE 50 Continued

Proportion Headcount Changes - OCCUPATIONAL PROGRAM
(1986 VS. 1989)

Cluster/Program	% Total 86*	% Total 89*	M-F Ratio (%) 86*	M-F Ratio (%) 89*	% Change '86-'89+ Male	% Change '86-'89+ Female	% Change '86-'89+ Total
Technology (Continued)							
Electronics	22.5	14.1	91- 9	92- 8	-40	-48	-41
Graphic Arts	7.0	10.8	64-36	61-39	40	60	47
Manufacturing	14.0	9.9	90-10	87-13	-35	-11	-32
Photography	9.2	12.3	57-43	44-56	-2	65	27
Plastics	4.0	2.5	92- 8	89-11	-43	-17	-35
Welding	2.6	2.3	96- 4	100-0	-17		-20
Cluster N	1889	1790	85-15	79-21	-12	33	-5
Cluster %	23.8	22.8					
Occupational N	7924	7856	40-60	36-64	-9	5	-1
Occupational %	29.2	24.1					
Non Occupational N	19239	24763	42-58	43-57	31	27	29
Non Occupational %	70.8	75.9					
C.O.D.	27163	32619	41-59	41-59	20	20	20

* See Table 51 for actual N's
\+ Determine actual N before making decision based on percentage

TABLE 51

Total Gender Enrollment - OCCUPATIONAL PROGRAM
(Fall Term)

Cluster/Program	1986			1987			1988			1989		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bus & Service												
Accounting	99	318	417	124	358	482	118	356	474	121	356	477
Criminal Justice	111	36	147	118	40	158	126	54	180	132	49	181
Computer Info Sys	423	507	930	80	64	144	216	294	510	226	336	562
Facility Mgmt				9	2	11	14	6	20	14	10	24
Library Tech	1	53	54	4	54	58	5	47	52	6	84	90
Office Careers	13	456	469	4	474	478	4	421	425	8	384	392
Orn Horticulture	36	99	135	36	103	139	47	100	147	42	91	133
Real Estate	78	73	151	80	85	165	95	77	172	83	83	166
Cluster Total	761	1542	2303	455	1180	1635	625	1355	1980	632	1393	2025
Bus & Mgmt												
Advertising Desgn	107	181	288	136	180	316	144	174	318	146	182	328
Fashion Desgn	5	164	169	10	186	196	6	179	185	6	175	181
Food Service	69	61	130	62	68	130	49	69	118	62	56	118
Hotel/Motel	49	73	122	58	73	131	82	90	172	61	94	155
Interior Desgn	10	214	224	16	290	306	14	289	303	13	308	321
Market/Retail	73	89	162	70	91	161	72	123	195	67	108	175
Management	137	163	300	136	175	311	119	172	291	114	173	287
Supermarket	6		6	15	3	18	9	1	10	13	1	14
Transportation	27	27	54	30	26	56	40	24	64	39	30	69
Travel/Tourism	70	750	820	71	767	838	64	776	840	61	676	737
Cluster Total	553	1722	2275	604	1859	2463	599	1897	2496	582	1803	2385

TABLE 51 (Continued)

Cluster/Program	1986 Male	1986 Female	1986 Total	1987 Male	1987 Female	1987 Total	1988 Male	1988 Female	1988 Total	1989 Male	1989 Female	1989 Total
Health												
Behavior Med											1	1
Child Care	4	281	285	6	297	303	4	313	317	3	355	358
Envirn Health	3	2	5	5	6	11	5	3	8	3	3	6
Fire Science	77	18	95	75	19	94	67	18	85	71	16	87
Human Service	52	158	210	62	240	302	62	266	328	53	284	337
Long Term Care					1	1		1	1			
Medical Records	10	66	76	4	70	74	5	74	79	6	85	91
Nuclear Med	2	5	7	3	9	12	4	11	15	7	5	12
Nursing - ADN	19	324	343	23	422	445	21	431	452	25	464	489
Nursing - Pract	5	145	150		2	2		23	23		11	11
Occup Therapy	4	28	32	6	43	49	7	65	72	6	64	70
Radiology	27	147	174	31	105	136	30	120	150	32	111	143
Recreation Leader	1	14	15	2	9	11	2	6	8	2	3	5
Respiratory Ther	14	51	65	14	41	55	14	45	59	9	37	46
Cluster Total	218	1239	1457	231	1264	1495	221	1376	1597	217	1439	1656
Technology												
Air/Cond/Heat	233	4	237	204	4	208	211	7	218	200	7	207
Architect Draft	183	49	232	169	41	210	188	50	238	210	65	275
Auto Service	222	10	232	208	5	213	173	5	178	174	7	181
Commun A&S	42	26	68	58	32	90	94	41	135	94	46	140
Digit Micro Tech				20	3	23	45	7	52	45	6	51
Elect Mech Tech							2		2	8		8
Electronics	385	40	425	356	40	396	279	28	307	231	21	252
Graphic Arts	85	47	132	98	66	164	109	78	187	119	75	194
Manufacturing	238	27	265	183	18	201	173	20	193	154	24	178
Photography	98	75	173	99	100	199	95	120	215	96	124	220
Plastics	70	6	76	69	6	75	52	4	56	40	5	45
Welding	47	2	49	37		37	30		30	39		39
Cluster Total	1603	286	1889	1501	315	1816	1451	360	1811	1410	380	1790
Occup Total	3135	4789	7924	2791	4618	7409	2896	4988	7884	2841	5015	7856
Non-Occup Total	8080	11159	19239	9181	12300	21481	9780	13376	23156	10592	14171	24763
C.O.D. Total	11215	15948	27163	11972	16918	28890	12676	18364	31040	13433	19186	32619

Source: MIS 7010 868

TABLE 52

Proportion Degree/Certification Changes - OCCUPATIONAL PROGRAM
(1986 VS. 1989 - Fall 10th Day)

Cluster/Program	% A.A.S. Cluster		% Certificate Cluster		Deg/Cert Ratio(%)		% Change '86-89+		
	86*	89*	86*	89*	86*	89*	Degree	Cert.	Total
Business & Service									
Accounting	15.1	23.1	24.6	24.4	57-43	66-34	33	-9	14
Criminal Justice	5.8	8.5	7.7	9.9	62-38	64-36	26	18	23
Computer Info. Sys.	47.7	34.8	24.6	13.3	81-19	84-16	-37	-51	-40
Facility Mgmt.		1.8				100-0			
Library Tech.	1.4	3.1	4.4	7.2	41-59	47-53	91	50	67
Office Careers	18.8	15.8	23.8	26.7	63-37	55-45	-28	-2	-16
Orn. Horticulture	5.3	5.1	7.0	9.6	62-38	52-48	-18	26	-2
Real Estate	5.9	7.8	7.9	8.9	61-39	65-35	16	0	10
Cluster Total N	1571	1358	732	667	68-32	67-33	-14	-9	-12
% All Occup. Prog.	30.8	26.5	25.9	24.4					
Business Management									
Advertising Desgn	13.1	14.6	12.1	12.6	58-42	61-39	20	5	14
Fashion Desgn	8.8	8.8	5.6	5.9	67-33	67-33	7	7	7
Food Service	5.6	4.1	5.9	6.1	55-45	48-52	-21	5	-9
Hotel/Motel	6.3	7.4	4.1	5.3	66-34	66-34	26	29	27
Interior Design	9.2	14.5	10.7	12.0	52-48	62-38	71	13	43
Market/Retail	8.5	9.1	5.3	5.0	67-33	71-29	15	-6	8
Management	15.4	14.2	10.3	9.0	66-34	68-32	-1	-12	-4
Supermarket	.4	.9	.1	.2	83-17	86-14	140	100	133
Transportation	1.8	2.6	3.1	3.3	43-57	52-48	57	7	28
Travel/Tourism	30.9	23.8	42.8	40.6	48-52	44-56	-17	-4	-10
Cluster Total N	1277	1376	998	1009	56-44	58-42	8	1	5
% All Occup. Prog.	25.0	26.9	35.3	36.9					

TABLE 52 Continued
Proportion Degree/Certification Changes - OCCUPATIONAL PROGRAM
(1986 VS. 1989 - Fall 10th Day)

Cluster/Program	% A.A.S. Cluster		% Certificate Cluster		Deg/Cert Ratio(%)		% Change '86-89+		
	86*	89*	86*	89*	86*	89*	Degree	Cert.	Total
Health									
Behavior Medicine						100-0			
Child Care	18.7	20.0	21.4	25.7	65-35	67-33	29	19	26
Envirn. Health	.4	.5	.2		80-20	100-0	50	-100	20
Fire Science	6.6	5.2	6.4	5.4	68-32	71-29	-5	-17	-8
Human Service	1.4	3.1	4.4	7.2	48-52	35-65	19	98	61
Long Term Care									
Medical Records	7.7	5.1		6.4	100-0	67-33	-20	100	20
Nuclear Medicine			1.5	2.6	100-0	0-100			71
Nursing - ADN	34.8	41.1			100-0	100-0	43		43
Nursing - Pract.			31.8	2.4	0-100	0-100		-93	-93
Occup. Therapy	3.2	5.9			100-0	100-0	119		119
Radiology	17.7	12.1			100-0	100-0	-18		-18
Recreation Leader	.7	.1	1.7	.9	47-53	20-80	-86	-50	-67
Respiratory Ther.			13.7	9.7	0-100	0-100		-29	-29
Cluster Total N	985	1189	472	467	68-32	72-28	-21	-1	14
% All Occup. Prog.	19.3	23.2	16.7	17.1					
Technology									
Air Cond./Heat.	10.8	8.9	16.2	17.0	57-43	51-49	-22	0	-13
Architect Draft	15.5	19.5	5.8	7.1	85-15	85-15	19	17	18
Auto Service	10.0	8.4	16.8	13.5	55-45	56-44	-21	-24	-22
Comm. A & S	3.9	7.9	3.0	7.6	72-28	68-32	94	137	106
Digit Micro. Tech.		4.3			100-0				
Elect Mech Tech.		.5		.3	75-25				
Electronics	25.3	15.7	16.8	10.8	75-25	75-25	-41	-39	-41
Graphic Arts	5.9	9.9	9.1	12.6	57-43	61-39	59	32	47
Manufacturing	15.2	10.5	11.7	8.8	73-27	71-29	-34	-29	-33
Photography	9.5	11.4	8.5	14.0	69-31	62-38	-14	57	-27
Plastics	3.9	3.0	4.2	1.7	66-34	78-22	-30	-62	-41
Welding			7.9	6.6	0-100	0-100		-20	-20
Cluster Total N	1265	1197	624	593	67-33	67-33	-5	-5	-5
% All Occup. Prog.	24.9	23.4	22.1	21.6					
Occup. Total N	5098	5120	2826	2736	64-36	65-35	0	-3	-1

* See Table 53 for actual N's
+ Determine actual N before making decisions based on percentage

TABLE 53

Total Degree/Certificate Enrollment - OCCUPATIONAL PROGRAM
(Fall Term - 10th Day)

Cluster/Program	1986			1987			1988			1989		
	Deg	Cert	Total	Deg	Cert	Total	Deg	Cert	Total	Deg	Cert	Total
Bus & Service												
Accounting	237	180	417	317	165	482	298	176	474	314	163	477
Criminal Justice	91	56	147	107	51	158	121	59	180	115	66	181
Computer Info Sys	750	180	930	1043	1	1044	436	74	510	473	89	562
Facility Mgmt				11		11	20		20	24		24
Library Tech	22	32	54	37	21	58	23	29	52	42	48	90
Office Careers	295	174	469	316	162	478	260	165	425	214	178	392
Orn Horticulture	84	51	135	95	44	139	78	69	147	69	64	133
Real Estate	92	59	151	113	52	165	120	52	172	107	59	166
Cluster Total	1571	732	2303	2039	496	2535	1356	624	1980	1358	667	2025
Bus & Mgmt												
Advertising Desgn	167	121	288	234	82	316	205	113	318	201	127	328
Fashion Desgn	113	56	169	133	63	196	133	52	185	121	60	181
Food Service	71	59	130	78	52	130	62	56	118	56	62	118
Hotel/Motel	81	41	122	95	36	131	122	50	172	102	53	155
Interior Desgn	117	107	224	162	144	306	168	135	303	200	121	321
Market/Retail	109	53	162	124	37	161	140	55	195	125	50	175
Management	197	103	300	224	87	311	194	97	291	196	91	287
Supermarket	5	1	6	11	7	18	5	5	10	12	2	14
Transportation	23	31	54	24	32	56	29	35	64	36	33	69
Travel/Tourism	394	426	820	442	396	838	382	458	840	327	410	737
Cluster Total	1277	998	2275	1527	936	2463	1440	1056	2496	1376	1009	2385

TABLE 53 (Continued)

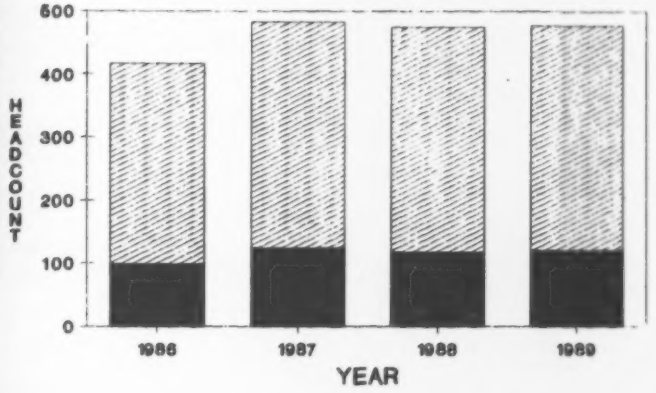
Cluster/Program	1986 Deg	1986 Cert	1986 Total	1987 Deg	1987 Cert	1987 Total	1988 Deg	1988 Cert	1988 Total	1989 Deg	1989 Cert	1989 Total
Health												
Behavior Med											1	1
Child Care	184	101	285	203	100	303	201	116	317	238	120	358
Envirn Health	4	1	5	11		11	8		8	6		6
Fire Science	65	30	95	56	38	94	56	29	85	62	25	87
Human Service	100	110	210	140	162	302	118	210	328	119	218	337
Long Term Care				1		1	1		1			
Medical Records	76		76	66	8	74	53	26	79	61	30	91
Nuclear Med		7	7		12	12		15	15		12	12
Nursing - ADN	343		343	445		445	452		452	489		489
Nursing - Pract		150	150		2	2		23	23		11	11
Occup Therapy	32		32	49		49	72		72	70		70
Radiology	174		174	136		136	150		150	143		143
Recreation Leader	7	8	15		11	11		8	8	1	4	5
Respiratory Ther		65	65		55	55		59	59		46	46
Cluster Total	985	472	1457	1107	388	1495	1111	486	1597	1189	467	1656
Technology												
Air Cond/Heat	136	101	237	126	82	208	120	98	218	106	101	207
Architect Draft	196	36	232	167	43	210	197	41	238	233	42	275
Auto Service	127	105	232	115	98	213	103	75	178	101	80	181
Commun A&S	49	19	68	66	24	90	84	51	135	95	45	140
Digit Micro Tech				23		23	52		52	51		51
Elect Mech Tech							1	1	2	6	2	8
Electronics	320	105	425	296	100	396	233	74	307	188	64	252
Graphic Arts	75	57	132	69	95	164	108	79	187	119	75	194
Manufacturing	192	73	265	154	47	201	145	48	193	126	52	178
Photography	120	53	173	126	73	199	128	87	215	137	83	220
Plastics	50	26	76	47	28	75	35	21	56	35	10	45
Welding		49	49		37	37		30	30		39	39
Cluster Total	1265	624	1889	1189	627	1816	1206	605	1811	1197	593	1790
Occup Total	5098	2826	7924	5862	2447	8309	5113	2771	7884	5120	2736	7856
C.O.D. Total			**27163**			**28890**			**31040**			**32619**

Source: MIS 7010 #68

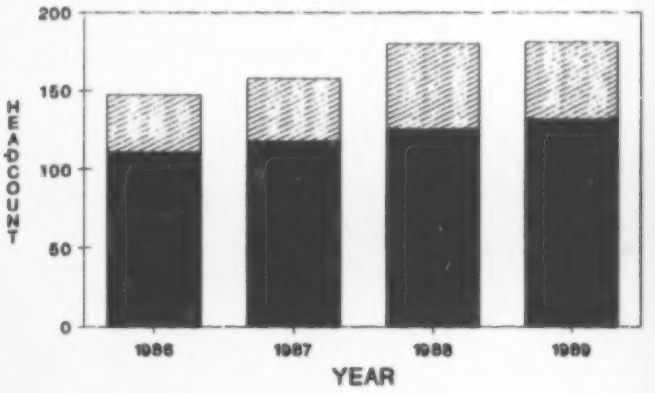
FIGURE 17

GENDER BY PROGRAM (FALL 10TH DAY)

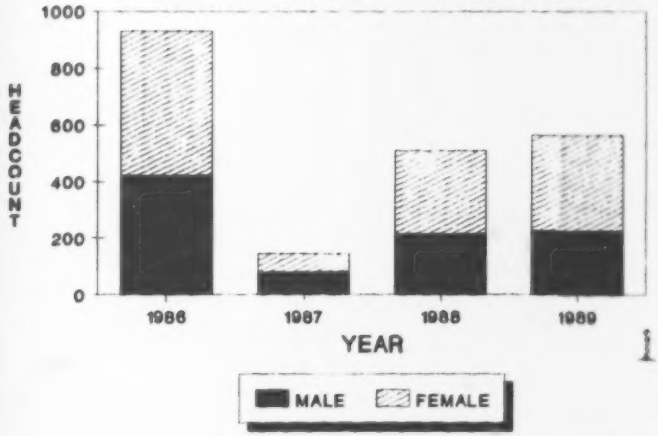
ACCOUNTING



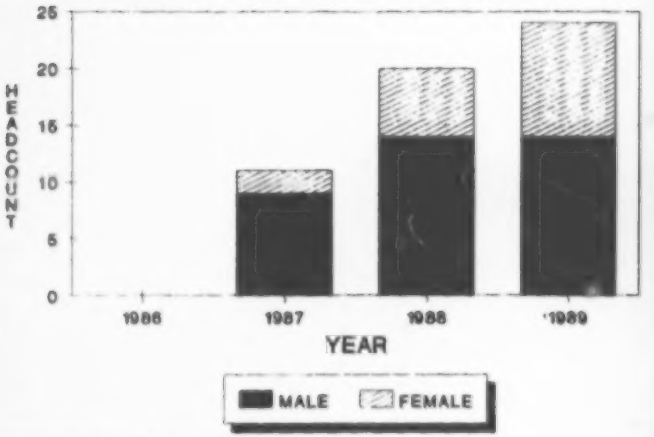
CRIMINAL JUSTICE



COMPUTER INFO SYSTEMS



FACILITY MANAGEMENT

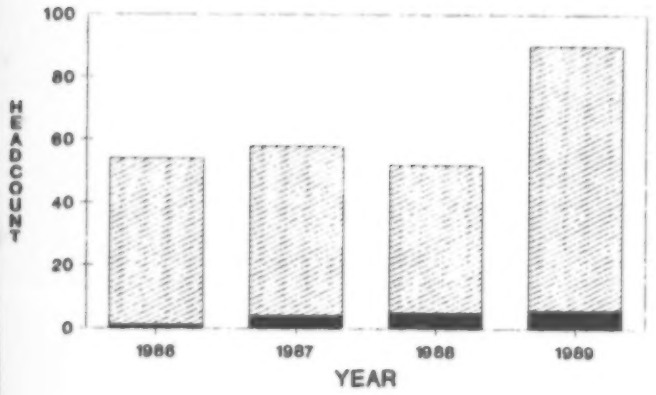


NOTE Y-AXIS VARIES WITH EACH GRAPH

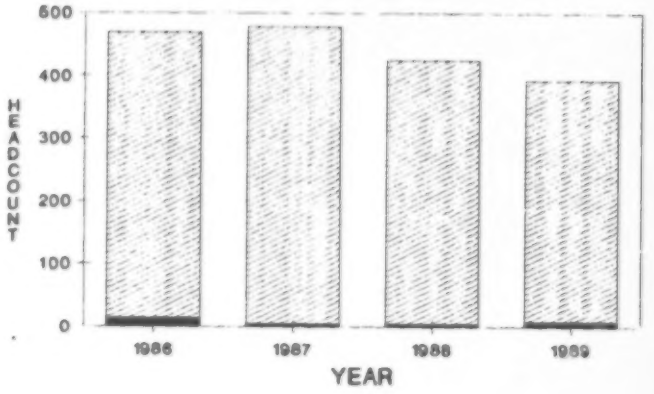
FIGURE 17 (Cont'd.)

GENDER BY PROGRAM (FALL 10TH DAY)

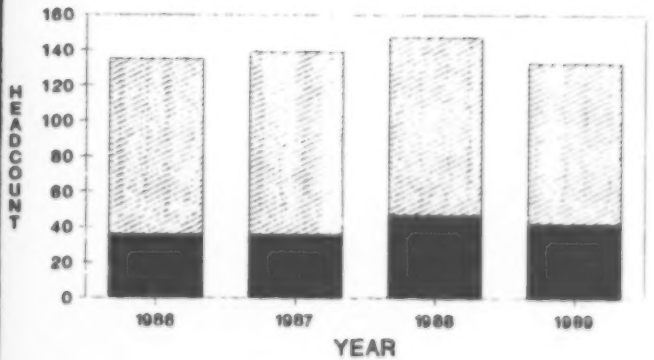
LIBRARY TECH



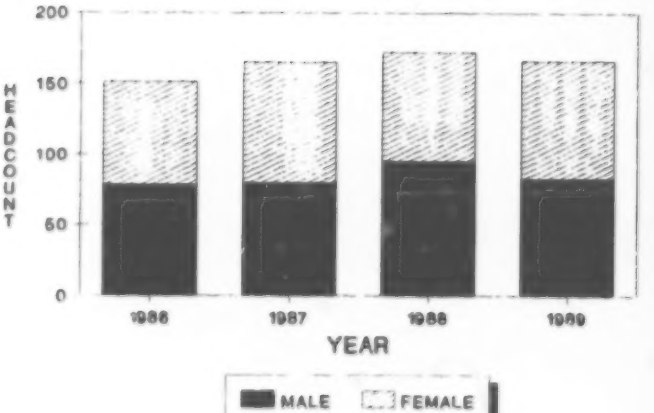
OFFICE CAREERS



ORNAMENTAL HORTICULTURE



REAL ESTATE

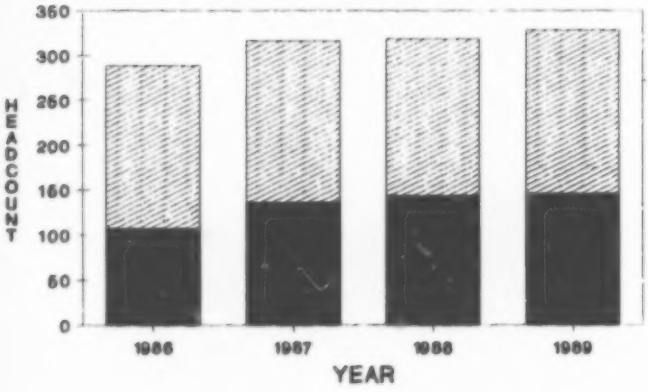


NOTE Y-AXIS VARIES WITH EACH GRAPH

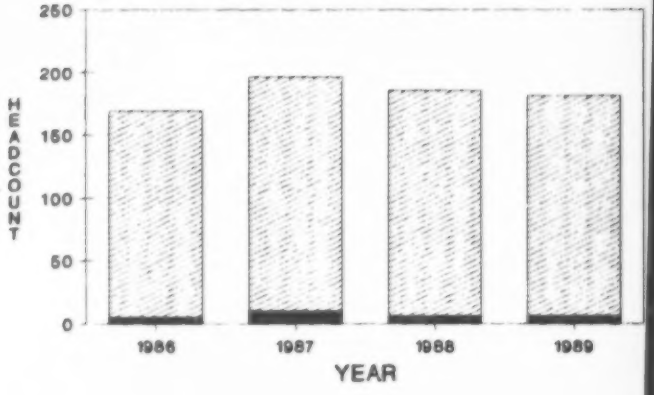
FIGURE 18

GENDER BY PROGRAM (FALL 10TH DAY)

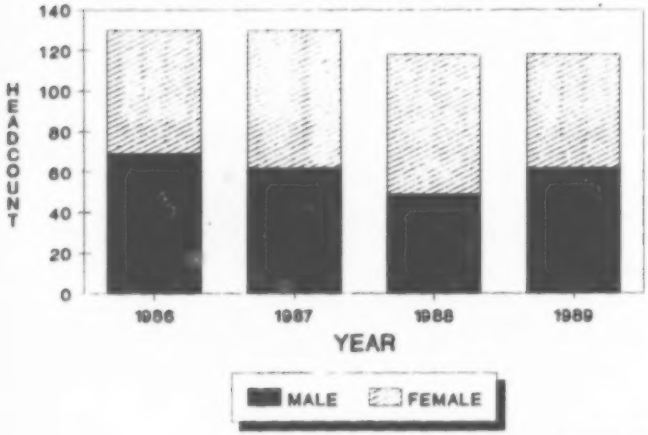
ADVERTISING DESIGN



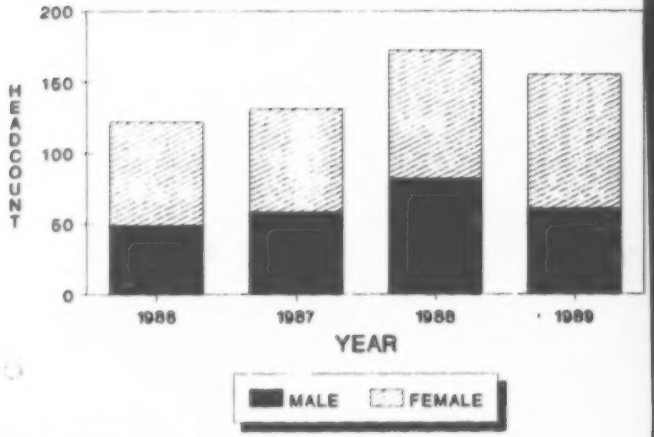
FASHION DESIGN



FOODSERVICE ADMINISTRATION



HOTEL/MOTEL MANAGEMENT

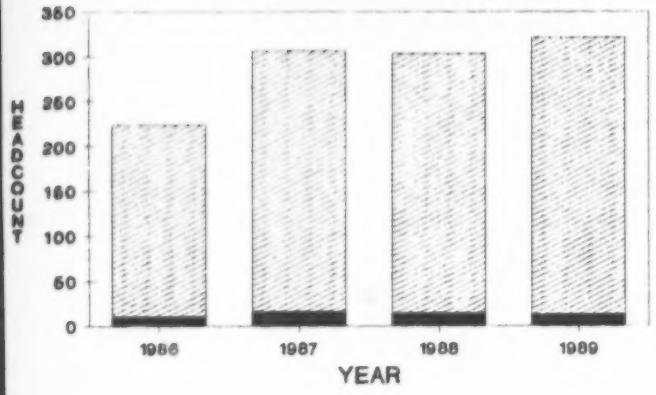


NOTE Y-AXIS VARIES WITH EACH GRAPH

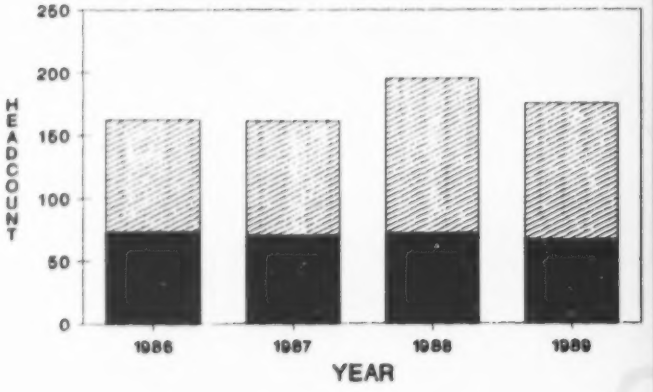
FIGURE 18 (Cont'd.)

GENDER BY PROGRAM (FALL 10TH DAY)

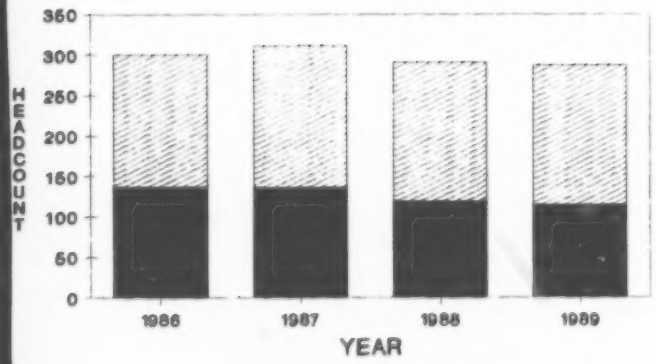
INTERIOR DESIGN



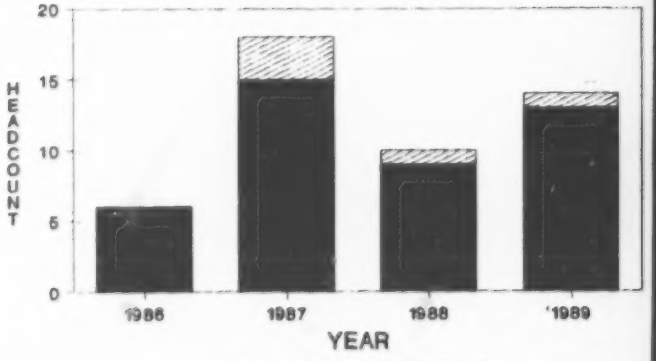
MARKETING/RETAILING



MANAGEMENT



SUPERMARKET MANAGEMENT

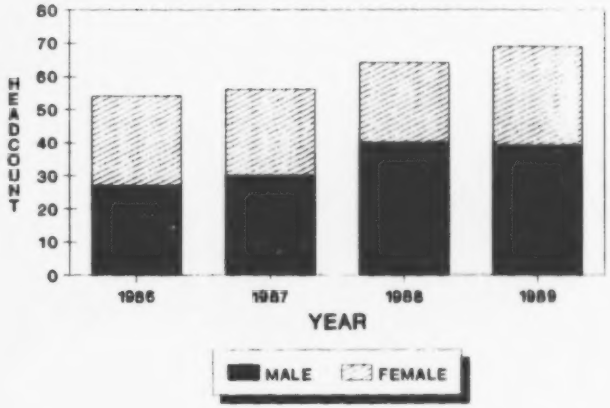


NOTE Y-AXIS VARIES WITH EACH GRAPH

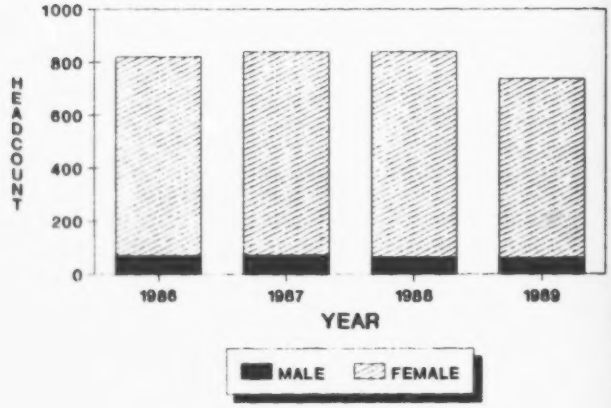
FIGURE 18 (Cont'd.)

GENDER BY PROGRAM (FALL 10TH DAY)

TRANSPORTATION



TRAVEL/TOURISM

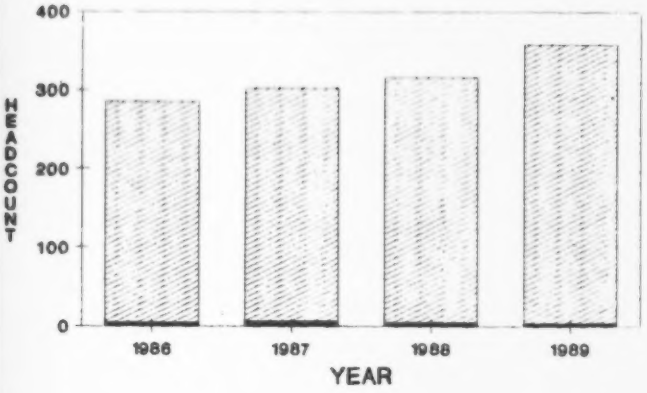


NOTE Y-AXIS VARIES WITH EACH GRAPH

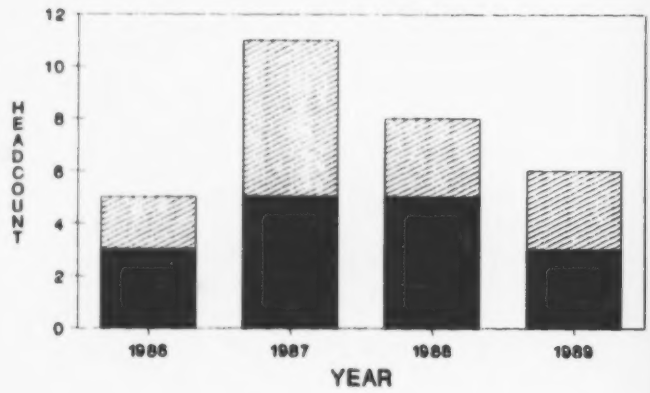
FIGURE 19

GENDER BY PROGRAM (FALL 10TH DAY)

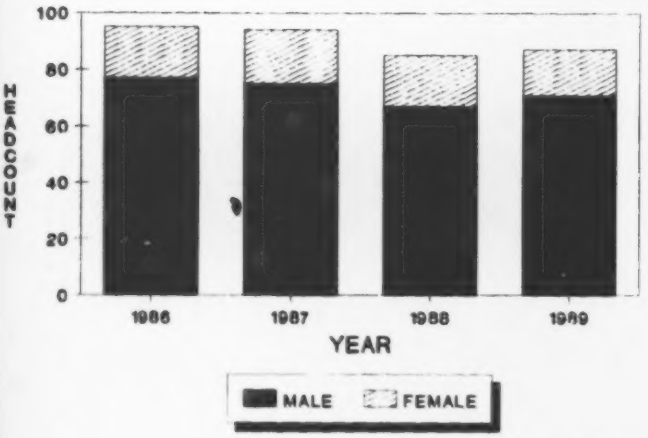
CHILD CARE



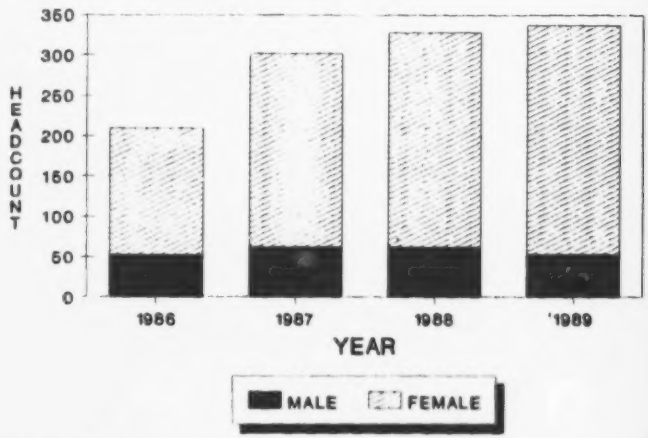
ENVIRONMENTAL HEALTH



FIRE SCIENCE



HUMAN SERVICES

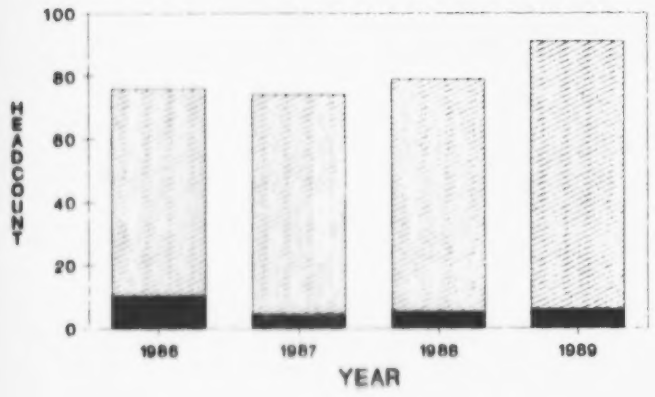


NOTE Y-AXIS VARIES WITH EACH GRAPH

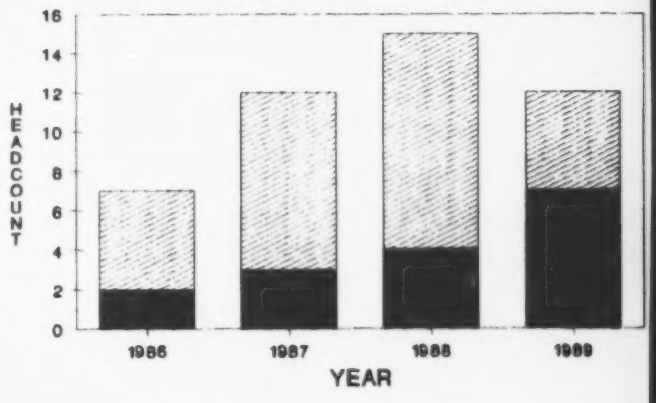
FIGURE 19 (Cont'd.)

GENDER BY PROGRAM (FALL 10TH DAY)

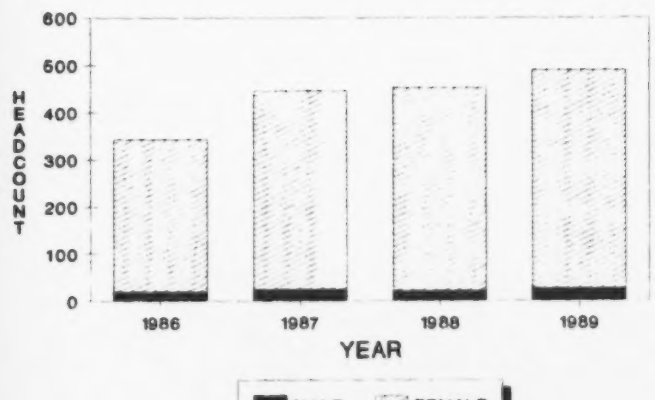
MEDICAL RECORDS



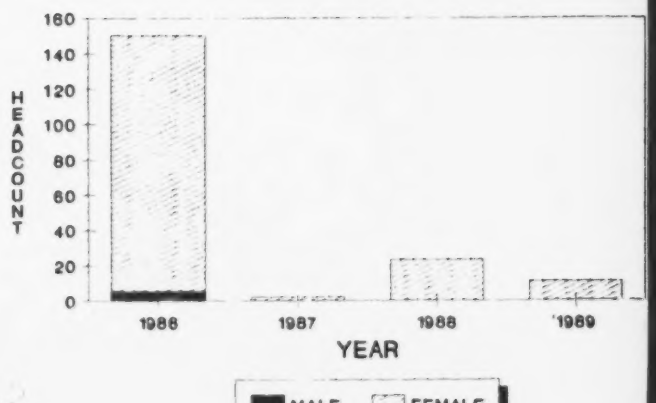
NUCLEAR MEDICINE



NURSING - ADN



NURSING - PRACTICAL

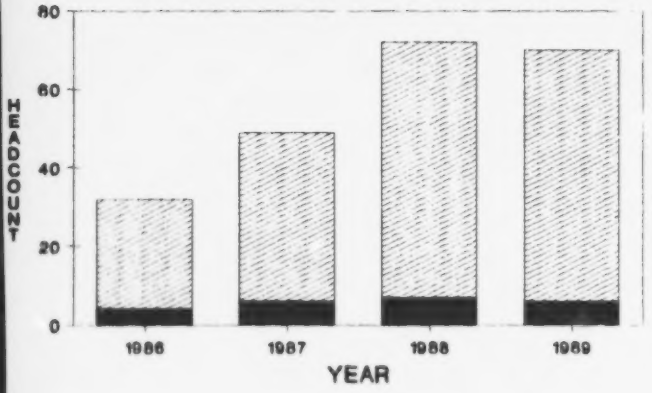


NOTE Y-AXIS VARIES WITH EACH GRAPH

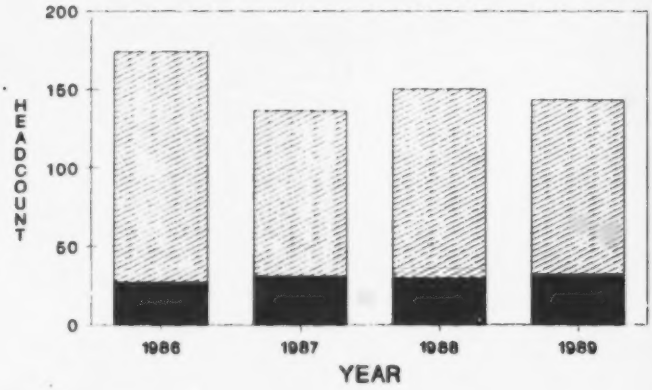
FIGURE 19 (Cont'd.)

GENDER BY PROGRAM (FALL 10TH DAY)

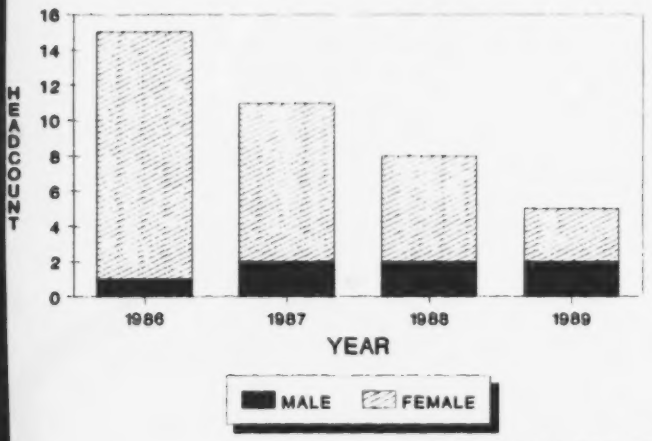
OCCUPATIONAL THERAPY



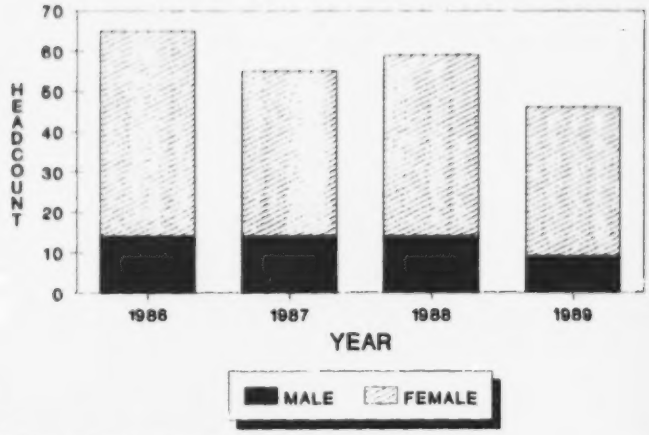
RADIOLOGIC TECH



RECREATION LEADERSHIP



RESPIRATORY THERAPY

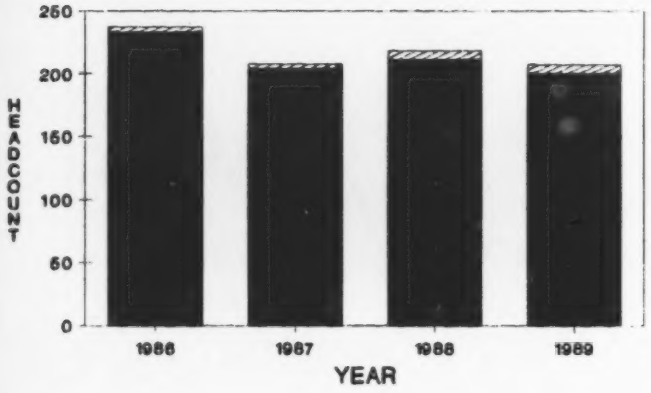


NOTE Y-AXIS VARIES WITH EACH GRAPH

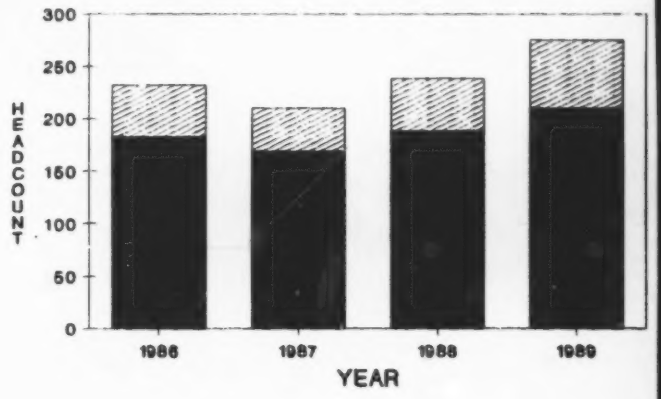
FIGURE 20

GENDER BY PROGRAM (FALL 10TH DAY)

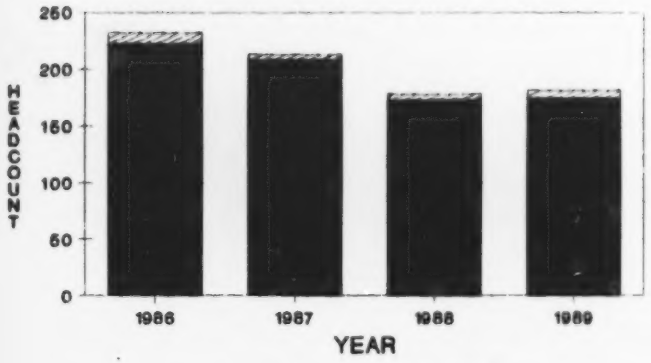
AIR COND/HEATING/REFRIG



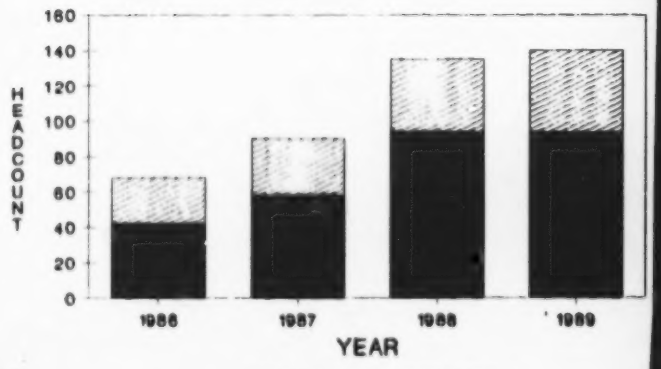
ARCHITECTURAL DRAFT



AUTO SERVICE TECH



COMMUNICATION ARTS & SCI

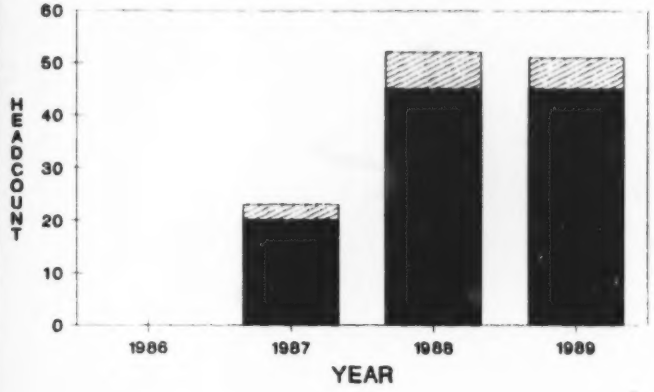


NOTE Y-AXIS VARIES WITH EACH GRAPH

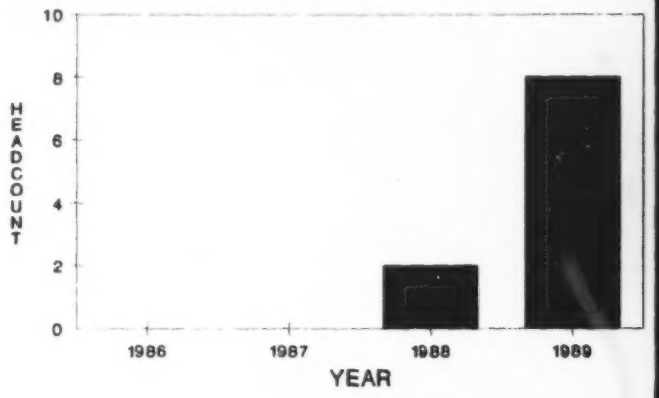
FIGURE 20 (Cont'd.)

GENDER BY PROGRAM (FALL 10TH DAY)

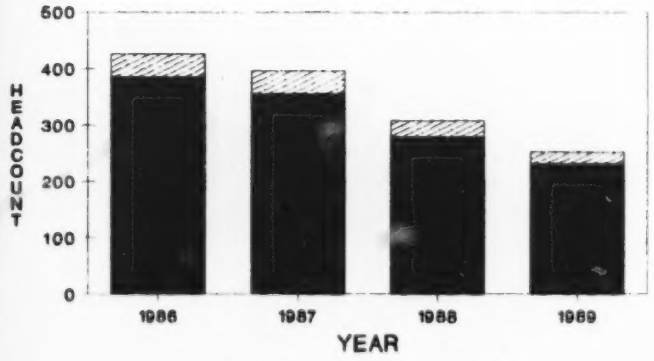
DIGIT MICRO TECH



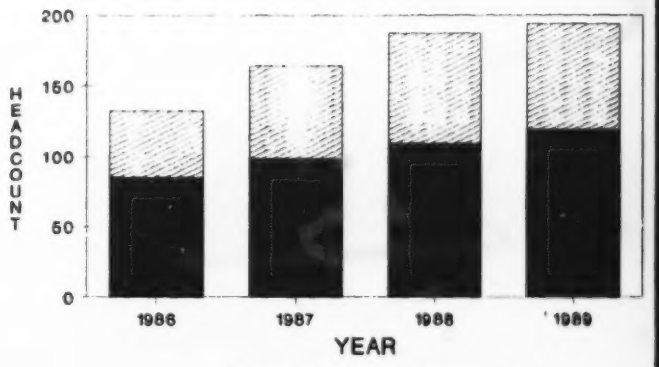
ELECTRO-MECH TECH



ELECTRONICS



GRAPHIC ARTS

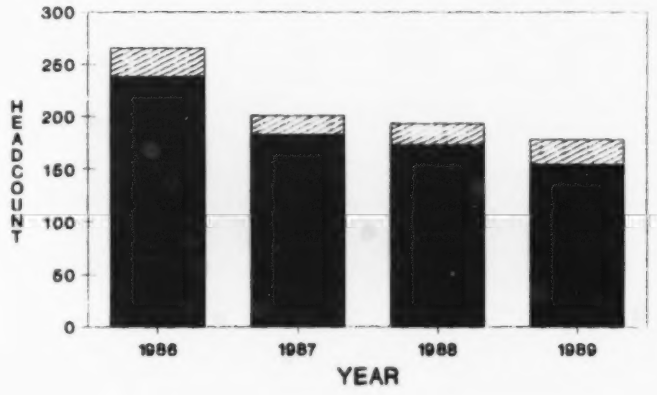


NOTE Y-AXIS VARIES WITH EACH GRAPH

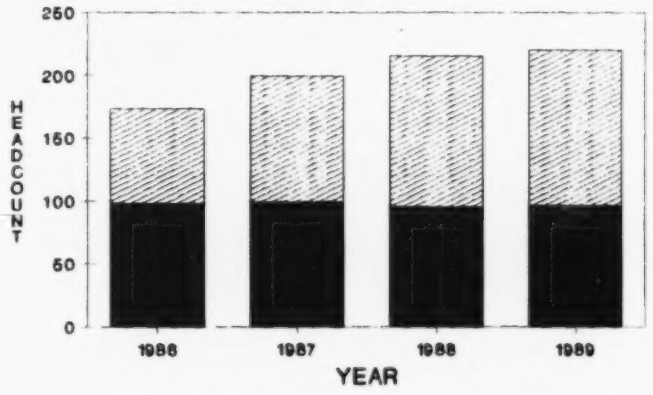
FIGURE 20 (Cont'd.)

GENDER BY PROGRAM (FALL 10TH DAY)

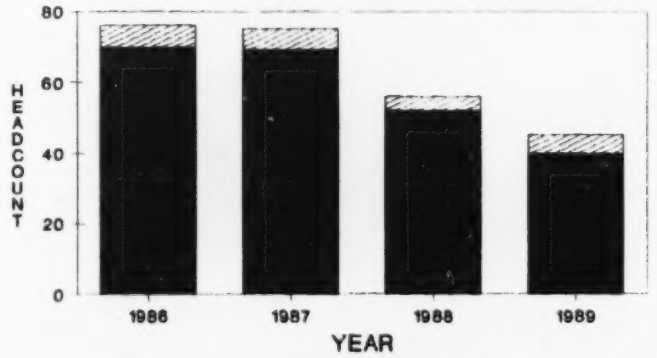
MANUFACTURING



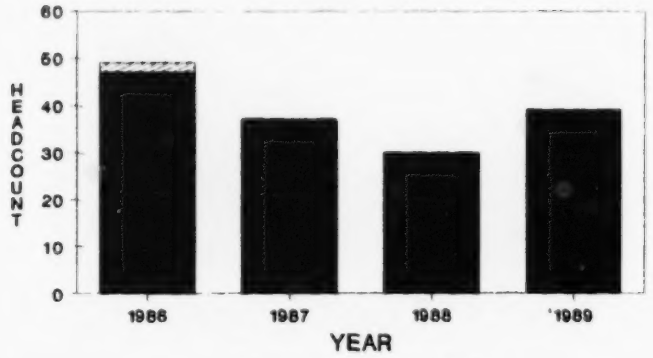
PHOTOGRAPHY



PLASTICS



WELDING



NOTE Y-AXIS VARIES WITH EACH GRAPH

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